



SHANKLEA PRIMARY SCHOOL

Marking Policy

Policy Control Details			
Date policy approved:	September 2018		
Prepared by:	Helen Brown	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
Review period:	2 years		
Review required by:	September 2020		
Responsibility for review:	Curriculum Committee		

Shanklea Primary School Marking Policy

Rationale

Shanklea Primary School recognises that teachers' marking of pupils' progress and attainment are central functions in the learning process. Quality marking of work is a key factor in helping the children make the next steps in their learning. The focus of written and verbal feedback is on helping children gain a clear understanding of how well they have gained knowledge, concepts and skills and that through marking, the children are prompted to improve their learning in clear and concise ways.

Marking and the implementation of this policy is the responsibility of all teachers and support staff.

Introduction

- When marking children's work we should be looking at the evidence and using this to decide where the learners are in their learning, where they need to go next and how best to get there.
- The marking processes used must be consistent across the school.
- The children should be clear about what we are looking for in their work through the use of success criteria, success labels and marking ladders.
- The children should know that we have looked at their work so that they can see that there was a purpose to doing it.

Feedback

- With the younger children oral feedback will be the main focus.
- As the children progress, written comments will begin to be used.
- Comments given to children, whether oral or written, should be positive and constructive in nature.
- Children should have the opportunity to look through marked work to see where they have been successful and allow them time to make the required improvements as suggested by the feedback provided.

Spelling and punctuation

- We should draw attention to regularly misspelt words, high frequency words or those related to a topic.
- As a guide a maximum of three words should be identified within one piece of work.
- Errors in punctuation should be indicated using the appropriate marking codes.
- When marking draft work the teacher is likely to identify more errors that need correcting.

Handwriting

- Shanklea has a clear policy on handwriting that should be consulted when using the marking policy.
- At all times children should be encouraged to produce their best writing, join handwriting in accordance with the age guidelines in the handwriting policy and as they move through school, transfer from pencil to a handwriting pen.

Self and Peer Assessment

- Occasionally, as part of the learning process, children can mark their own work.
- Self-marking should not form the main focus of marking.
- With guidance children could mark a partner's work or work together to check a task and suggest improvements.

Scrutiny of work

- The Senior Leadership Team will undertake regular scrutiny of books across a range of subjects. The purpose of this is to monitor the progress of the children and to promote and disseminate good practice among staff.
- The SLT will use a proforma to assist with the scrutiny process and to report back to individual staff when discussing strengths and areas for development within their marking. A different proforma will be used to identify trends and areas for development across school or key stages. See attached sheets.



Individual Book Scrutiny Record Sheet

Member of staff		
Date		
Subject		
Books selected	Please list selected children:	
Reviewer		Grade –

General comments Comment on areas such as: The quality of planning leading to pupil progress. Presentation. Impact of teaching over time. Impact of formative assessment over time. Progress towards end of year expectations. Links to other curriculum areas.	
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Feedback to children

After talking to the children, comment on areas such as:

Have the children found the comments in their books helpful? Do they feel it tells them how to get better?

Areas for development

Select 2 or 3 key areas where further development would be beneficial.

These areas should be reviewed at the next book scrutiny.

Comments from feedback session

Across School Book Scrutiny Record Sheet

Focus	Year 1	Year 2	Year 3	Year 4
Mastery opportunities				
Homework				
Presentation and handwriting				
Feedback and targets				
Use of marking policy and AFL such as marking ladders, introduction pages and assessment records				
Data tracker up to date?				
Is progress obvious?				
Other				

Strengths:

Areas for improvement:

What do I need to do?

When will I do it?

What do teachers need to do?

When will teachers do this?

Monitoring

What method will I use to monitor?

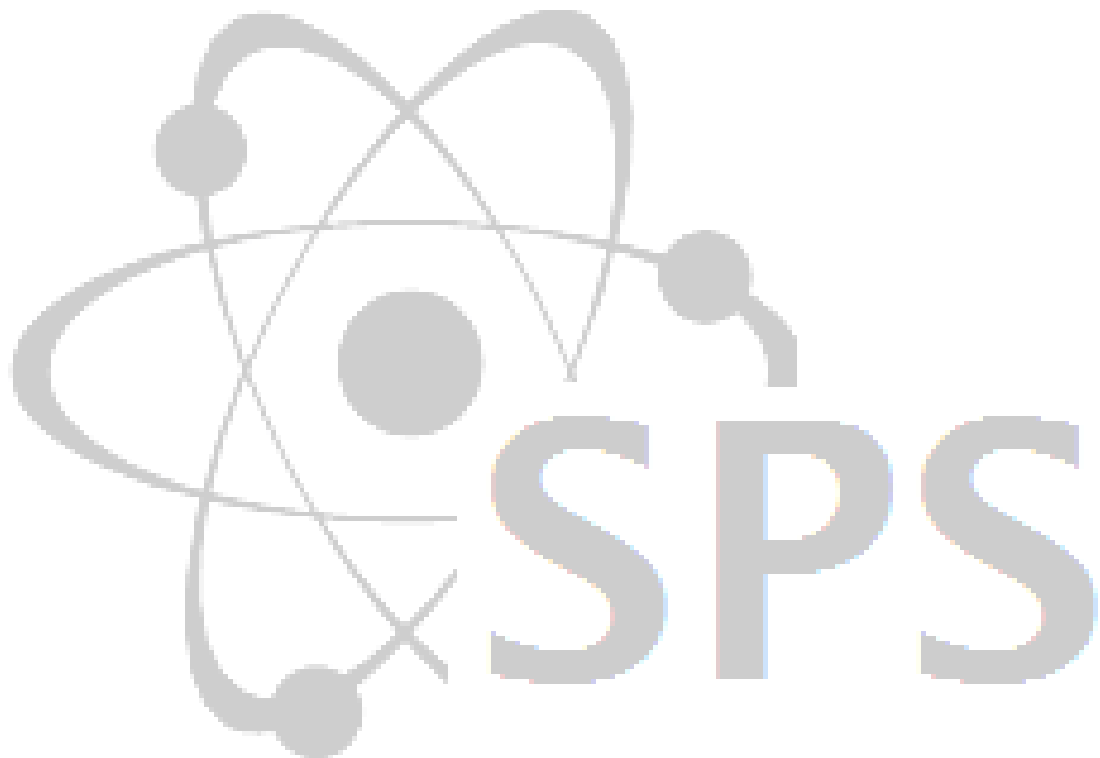
When will I monitor and evaluate?

Who will I give this information to?

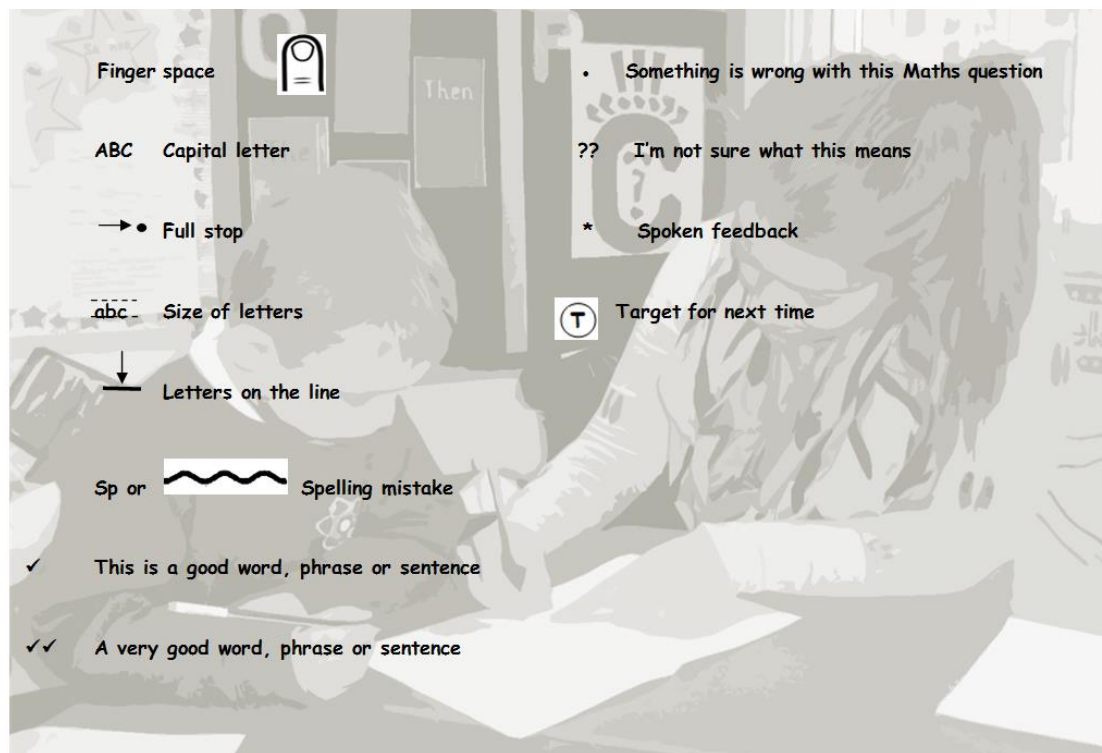
Marking codes

- In order to achieve consistency we will all need to use the same marking codes.
- The symbols used will be displayed in the classroom.
- All marking will be in blue pen.

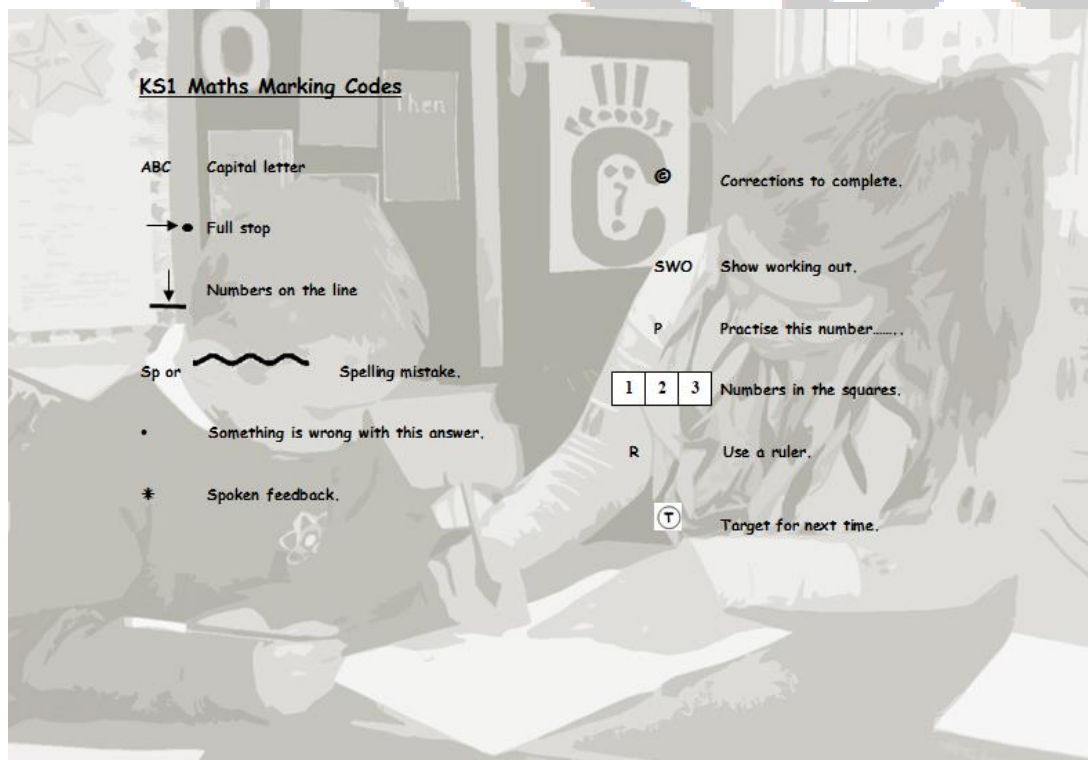
The marking codes used within each Key Stage are shown on the following pages and are included as labels in selected books to ensure children are reminded of their meanings.



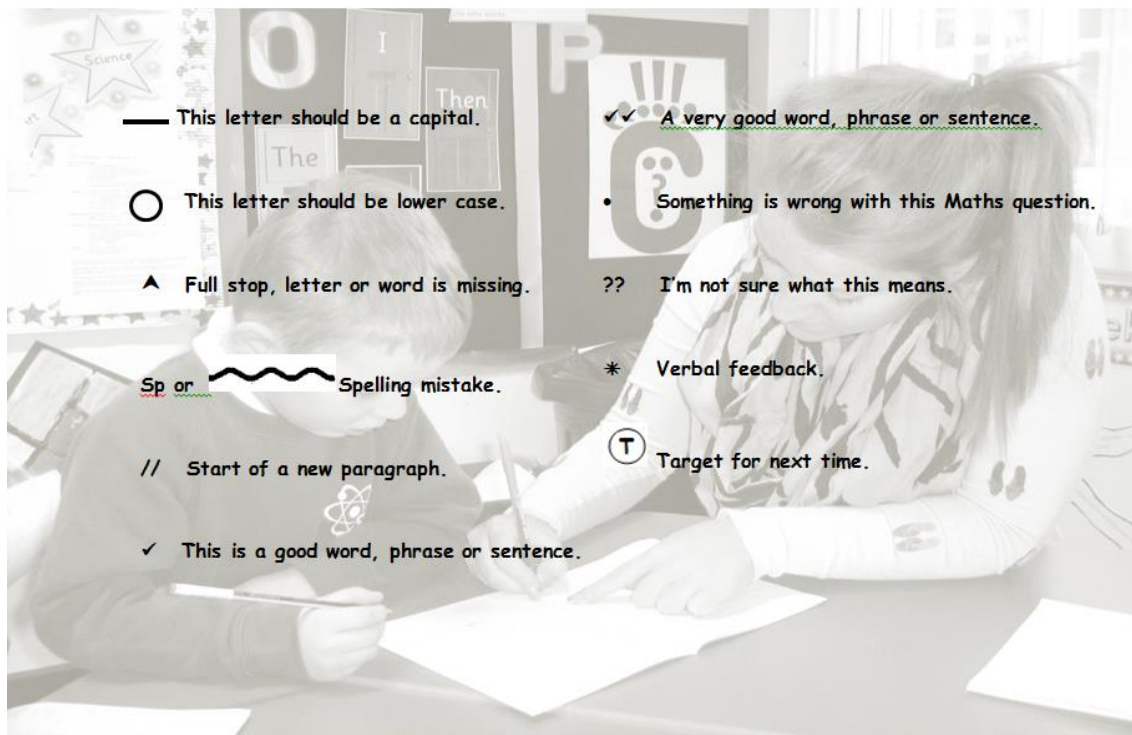
KS1 Marking Codes



KS1 Maths Marking Codes



KS2 Marking Codes



KS2 Maths Marking Codes

