



St Peter's Barfferton C of E (VA) Primary School Marking Policy Statement

Our Marking Policy encourages progression and development in children's learning in a positive and developmental way. Marking is the statement, written or spoken, that the teacher makes when intervening in the learning process. Effective marking will challenge and inspire pupils to produce increasingly better work. Effective marking will help the teacher and pupil assess an individual's work.

In St Peter's CE VA Primary School we will aim to:

1. Make all teacher intervention in the marking process positive and developmental, leading to a greater achievement on the part of the child.
2. Give the child clear objectives so that they may have their own clear set of expectations.
3. Have the learning objective written on the board in Numeracy and Literacy and make it clear in other lessons.
4. Recognise and reward effort.

Positive and Developmental Marking

1. Teachers' comments must be relevant and clearly understood by the child.
2. Marking should praise the positive and make reasonable suggestions as to where the child needs to go next.
3. Marking should encourage the use of resources to support further work or self-correction.

Consistency

This policy needs to be followed to ensure a consistent approach to the marking of children's work throughout the school. The frequency and quality of marking needs to be apparent in our approach to children's work. The frequency and quality of interaction we have in the marking process, will significantly affect children's performance.

- All work should be seen as soon as possible after completion.
- If possible, have the child present.
- Teachers should instil in the children the expectations for improvement within presentation and to have an understanding of the quality of the final product.
- Teachers to encourage the children to have conversations and discussions about the quality of their work, and to discuss how improvements can take place.
- Any question, comments or challenges written by the teacher should have allocated response time for the children.
- In Maths, priority will be given to feedback during lessons. Children will sometimes be given the opportunity to mark their own work and discuss it with the teacher. Comments in maths books will be structured around a *Check it or Challenge it* approach. A written comment will not always be made in children's maths books.

Marking is most effective when linked to the planning process. Teachers should explain what is expected of the pupil, how it is to be achieved and why they are doing it.

In effect, this means:

1. Planning effectively, setting clear objectives that pupils can understand.
2. Mark to the learning intention or appropriate success criteria.
3. Expect the child to respond to the learning comments.
4. Include the child in the target setting process – marking needs to be a partnership.

Response Time

There will be direct teaching of how children should respond to teacher marking and how to act on feedback.

Written work will be marked using the following code:

1. Spelling mistakes will be underlined and, if appropriate, the correct spelling written above. Incorrect spellings which are highlighted will be corrected by the children. Different coloured pens may be used. In KS2, children will use the back of their Literacy book to write the misspelt word with the correct spelling. They should highlight the specific error so that the spelling is learned. In KS1, high frequency words will be highlighted and other words or parts of words, underlined.
2. Spelling corrections to be practised may be put at the end of a piece of work, to be copied three times.

3. Capital letters used in the wrong place or missing will have a ring around them.
4. An empty small circle will show some of the punctuation mistakes.
5. A small arrowhead will show a missed out word or words.
6. \longrightarrow an arrow will be used to show the next steps.
7. A * or smiley face will be used to indicate where pupils have met learning objective.
8. (VF) will be used to show where verbal feedback has been given.
9. (S) means the work was completed with support
10. (I) indicates where a child has completed work independently.
11. Work will be marked in **black** pen by teachers and children will be given the opportunity to use a **green** check and correct pen.
12. All work should have the long date (apart from Maths) and the LO should be written for children where appropriate.
13. Marking codes will be displayed in each classroom and made appropriate to the age of the children.

Reviewed: March 2017

Next Review: Sept 2018

Appendix 1

Drafting Your Work

When you have finished your writing:

1. Read it aloud to yourself.

Ask yourself:

2. Am I pleased with my writing?
3. Is there anything I want to add or change?

When you have done this:

4. Now read your writing to a friend. Listen to what they say. Have they got any good ideas on how to improve your work?

Reviewed Feb 2017

Appendix 2

How to be a Good Response Friend

1. Listen very carefully to your friend's work.
2. Tell your friend what you liked about their writing (at least one point).
3. Think carefully about how they might improve their work:
 - Is there anything missing?
 - Is the beginning suitable?
 - Could anything be missed out?
 - Is the writing suitable for the audience?
 - Can you suggest any useful words or expressions?
4. Talk to your friend about possible improvements.

Reviewed Feb 2017