



Marking Policy

Mission Statement

Parkfield Primary School is a place where we recognise and value the diversity of qualities each person brings to the school. We seek to foster an enthusiasm to learn, within a calm, purposeful environment in order to develop the full potential of all.

Policy approved by governors: March 2019

Policy to be reviewed: March 2021

The Marking Policy is a statement of the aims, responsibilities and strategies for marking at Parkfield Primary School. It is an integral part of establishing high expectations and standards of achievement and attainment and needs to be implemented alongside the following policies that contribute to raising standards in the school.

- Teaching and Learning policy
- Assessment for Learning policy
- Target Setting policy
- Guidelines for the organisation and presentation of pupils work.

Aims

- show that we value the children's work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
- offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
- share expectations;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

Principles of Marking and Feedback

We believe that the following principles should underpin all marking and feedback.

- Marking should always relate to the WALT/WILF.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Comments will focus on only one or two key areas for improvement at any one time. Written comments will be a focussed comment (in child speak) which should help the child to 'close the gap' between what they have achieved and what they can achieve.
- Staff should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the WALT and WILF for the task right from the outset.
- Time for children to respond to marking must be built into lessons.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Staff will note errors that are made by many children and use them to inform future planning.

- Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible).
- Marking will be more effective if it is carried out by the teacher or teaching assistant who delivered the teaching.

Implementing the Marking Policy

Staff will use comments, codes and symbols as part of their marking. These should be appropriate to the age and level of development of the pupil. Pupils must be made aware of the meaning of comments, codes and symbols and they should be clearly displayed in each class (a list of these can be found at the end of this policy). In order to maintain clarity, marking should be carried out in a contrasting colour to the work produced.

- Closing the gap marking - comments linked to the LO.

Staff will comment in one of two ways:

- A comment to praise chn's success and/or effort.
- TD (circled) = To Do - a comment that a child must edit, change or complete a piece of work

Manageable and effective marking

Marking is often most effective when it is done with the pupil and as part of a dialogue for learning and target setting. When marking with the pupil is not practical, work should be marked promptly and pupils should be given the opportunity to respond to the marking.

Depending on the age and maturity of pupils, self-marking and peer marking are also effective in helping pupils to engage in assessment for learning. Teachers should always review this marking. Marking partners should be chosen with sensitivity and clear guidance given. The use of success criteria and steps to success support this process.

Sharing Targets

Targets are shared with children in their English and mathematics books. Further details on target setting are contained in the school's Target Setting Policy.

Management

Role of class teacher

Each class teacher is responsible for implementing policy and briefing support staff and pupils about the marking process as necessary.

It is important to encourage pupils to undertake their own self-evaluation across the school.

It is essential to ensure that all staff, who mark work, display a high quality handwriting (modelled on the Nelson Handwriting Scheme). It is also essential that accurate spelling, punctuation and grammar are modelled.

Role of subject leaders

Systematic book trawls and lesson observations are an essential part of the overview and knowledge of the school's progress in their subject and the implementation of this policy

School Leadership Team

Periodic book trawls and reviews of the implementation of this policy are carried out in partnership with subject leaders. Classroom observations are carried out termly and will also provide evidence of the effectiveness of the policy.

Monitoring and Review

We are aware of the need to monitor and update this policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy annually.

Appendix 1

Symbol	Meaning
√	Correct answer – well done
x	Incorrect answer please look again
VF	Verbal feedback given
L☺√	LO achieved – well done
☹	LO not achieved – can be accompanied by explanation of how it could be met in full.
☹	When instructions have not been followed or presentation is extremely poor. Staff must speak to children (THIS IS FOR STAFF TO USE ONLY)
Sp+number	EG - Sp3 written in the margin – spelling underlined then children expected to write the correct spelling 3 times at the end of the piece of work and written into their word book. <i>Children should be encouraged to investigate the correct spelling independently before asking staff.</i> <i>This will become less structured and more child initiated as children progress through school.</i>
SVA	EG - SVA written in the margin – phrase or word underlined to be check for subject verb agreement
//	A new line should have started here.
^	A word has been missed out
I (EYFS)	This work was completed independently
Initialed	This work was completed with support
ST	Lesson taken by a supply teacher
CI (EYFS)	Child initiated work
TD	To Do – child must respond to the comment now (time needs to be given at the beginning of each lesson)
Absent	EG Absent 08-11-18
☺/☹	At the end of every task, children self-assess their work against the LO - ☺ means they have understood the work and can do it; ☹ means they are not sure, they don't understand

Margin Marking Codes you might see - and what to do about them

P	means one or more punctuation errors on that line
?	means this part of your writing doesn't make sense
CL	means capital letter/s misused or missing
FS	Means full stop misused or missing
move on	shows you need to move on to the next task
V	you've used the wrong word or a word is missing
T	you've used the wrong tense
//	your writing needs to start on a new line

If in doubt
ask your teacher to help sort it out!

