



Growing, Learning, Achieving Together

Marking Policy 2016

	Date	Signature
Discussed at Staff meeting	28 th September 2016	
Discussed at Curriculum Governors	4 th October 2016	
FGB:	Nov. 2016	

Responsibility of Curriculum Committee

Next Review Date: Autumn 2019

Policy Ethos Statement

Ensuring that our children have every opportunity to develop the confidence and capacity to become successful, lifelong learners is a key task for us.

Cold Harbour CE Primary School is a school committed to 'Growing, Learning, Achieving Together' with strong Christian values underpinning this.

- ✓ **Growing** in confidence, faith, personal awareness and ability
- ✓ **Learning** in creative, fun, technologically assisted and investigative ways
- ✓ **Achieving** as individuals, teams and as a whole school community across a diverse range of opportunities
- ✓ **Together** through our shared Christian values of tolerance, faith, guidance, respect and nurture.

This policy will clearly define how the procedures and opportunities in school will enable all children to achieve our key aims.

'Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can.'

(John Wesley)



Marking Policy

Cold Harbour C of E Primary School

1. Introduction

Marking is an integral part of assessment both of the child's work and the task itself. A consistent approach is essential if the marking is to be of most benefit to children. At Cold Harbour C of E Primary School we feel it is important that we demonstrate to children that their work is valued. They must be given the opportunity to discuss their work, be involved in marking it, be allowed time to make improvements and set targets for themselves.

The purpose of marking is to:

- Indicate to pupils how they can improve their learning.
- Praise achievement and motivate pupils.
- Assess children's success
- Inform future planning.

2. Principles

- Marking of all pupils' work must be regular and frequent.
- In depth marking should help children progress; acknowledgement marking is sufficient to praise and motivate.
- Pupils will be informed what is good about their work, the success criteria met and what they can do to improve it.
- Marking procedures and marking standards must be applied consistently.
- Monitoring of marking will be regularly completed in staff meetings or by subject leaders.

3. Marking Guidelines

All staff must follow the agreed school guidelines in their marking of pupils' work, specifically:

- Marking must be completed as soon after the task as possible.
- Marking must be in green ink.
- Marking should be minimal to indicate mistakes. It may be through underlining, a circle or a cross.

- Marking should avoid indicating a large number of errors. If a child has obviously misunderstood or is having difficulties, discuss the work with the child.
- Comments may be made about presentation.
- In depth marking referring to success criteria met and a target to improve should be written for the children to reflect on it; anticipated to be around once a week.
- The use of codes is used to describe the type of feedback give. Marking is often best carried out with the pupil present; in such cases if this marking is completed by a teaching assistant then the work will be initialled, if a teacher has marked it there will be no initials present.

Spelling and punctuation errors

- Marking must indicate significant spelling errors
- No more than five spelling errors for each piece of work should be corrected by the teacher.
- Punctuation errors are identified using the agreed code.

Self and peer assessment

Self and peer assessment is actively encouraged. When the work is marked by the pupils themselves, in orange, it must be ticked or initialled by the teacher to show that it has been checked. Children should be given regular opportunities to self-assess and reflect on their work at the end of the lesson.

- Children should write improvements in orange.
- Children should be given space to make improvements (the left-hand side of the book) so that improvements are not squashed in between the lines.
- Time must be allowed for the suggested improvements to be made. Post-its should be used in books to indicate to children that they have an improvement target to complete. They should leave it in place to indicate to teachers that their answer needs to be acknowledged.
- Acknowledgement marking by class teacher in green must be carried out for each piece of written work completed. Acknowledgment comments should be made by the teacher where work has been cooperatively improved in the lesson. When the work is marked by someone other than the class teacher it must be initialled.
- Children should be encouraged through the use of praise and rewards such as stickers, stamps, merits and sharing their work in assembly.

Marking across the different curriculum areas

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Marking across the curriculum will be different in each subject.

- English and Maths marking will be different but included in both will be: reference to success criteria, motivational comments and indication on how to improve.
- In depth marking can also take place for subjects other than English and Maths when appropriate although it is anticipated this will be less frequent. All written work should be acknowledged marked.

Teachers inform parents about the marking policy, either at parents' evenings or at other meetings such as new parents' meetings and curriculum information sessions.

4. Marking Code

<p>S/correction of word</p> <p style="text-align: center;">○</p> <p style="text-align: center;">?</p> <p style="text-align: center;">//</p>	<p>Spelling error (and <u>underline</u>/ circle mistake)</p> <p>Punctuation error – insert example e.g. CL (Capital Letter)</p> <p>Doesn't make sense</p> <p>New paragraph</p>
<p>In-depth marking</p> <p>Double Tick √√</p> <p style="text-align: center;">→</p>	<p>Work meets success criteria-placed at the end of work, or particularly good part of work</p> <p>Target on how to improve-placed at the end of work, or indication on the part the pupil needs to improve.</p>
<p>Self assessment/ Acknowledgement marking</p> <p>Learning Objective</p> <p style="text-align: center;">R</p> <p style="text-align: center;">O</p> <p style="text-align: center;">G</p>	<p>IN KS1; LKS2 Learning objectives will be highlighted in green if the child has met the age related expectation.</p> <p>IN UKS2 Learning objectives will have ROG next to them indicating whether the child has met age related expectations.</p> <p>R Indicates child is beginning to access year age related expectations</p> <p>O indicates child is working within age related expectations</p> <p>G indicates child is secure in age related expectations</p>

Presentation of Work

- Written work must be in exercise books, on lined paper or on plain paper using guidelines.
- When the children are using an appropriate handwriting style they will be given a pen license and should then use black ink to write in.
- All underlining must be done with a ruler.
- Mistakes must be crossed out with a single neat line.
- Work must have a date and LO identified.
- Learning objectives can be either written in by the children or stuck in using a label.
- Where appropriate Good, Amazing, Awesome and Wow should be printed and stuck into books, in order for the children to be able to choose the level they wish to aim for.
- Use of rubbers must be discouraged when they are correcting work that has been marked incorrect.
- Work must be in pencil in maths books with all straight lines drawn with a ruler.

5. Policy Review

This policy is to be reviewed every three years.

Date Agreed:	October 2016
Signed:	
Review Date:	Autumn 2019