

Marking Policy

The purpose of this policy is to give guidance to staff on the purposes, types and frequency of marking and to provide a consistency of approach in marking throughout the school.

All marking should have a clear purpose for either the child or teacher, depending on the learning objective.

Purpose of marking

For children:

- To demonstrate the value of a child's work.
- To give positive feedback, so that children recognise their achievements and progress made.
- To raise self-esteem.
- To identify areas for development and set new targets.

For teachers:

- To monitor and assess children's work.
- To identify areas for development.
- To inform future planning.
- To set targets.
- To gauge level of attainment.

Types of Marking

- Work is marked against the learning objective identified in the relevant planning.
- Where the learning objective is written, 'traffic lights' highlighting is used to indicate whether the pupil has fully or partly understood, or not at all.
- Work is marked in a variety of colours but not the same colour as the child's work.
- Where possible, comments are written in the presence of the child or after guided group work.
- Positive comments are written in a bubble and points for improvement are written in a block (see Appendix 1 for example).
- Ticks are used to indicate correct answers and dots are used to indicate that the answer is incorrect.
- Incorrect spellings of key words or focus vocabulary are underlined and written above the word or in the margin, unless this is part of the editing process.

Reviewed by staff: Autumn 2016

Date for next review: Summer 2018

- Missing or incorrect punctuation is written in, unless this is part of the editing process.
- Stickers, stamps, stars and smiley faces are used at the teacher's discretion to reward good work.
- Symbols are used to indicate when work has been supported by an adult. (see Appendix 1)
- All marking must be dated and initialled by the member of staff.
- Children are given opportunities to mark their own and each other's work.
- Children must be given the opportunity to respond to marking at least once each week for English, mathematics and one other subject (see Appendix 2 for examples of *Green Time*).
- There should be evidence of follow up work, particularly in relation to development points
- Children should cross out errors with a single neat line. Rubbers should not be used.

Roles and responsibilities

Individual teachers will mark work according to this policy.

The Head Teacher and staff will be responsible for monitoring the policy and practices, ensuring consistency and accuracy.

Edale Rise Primary and Nursery School

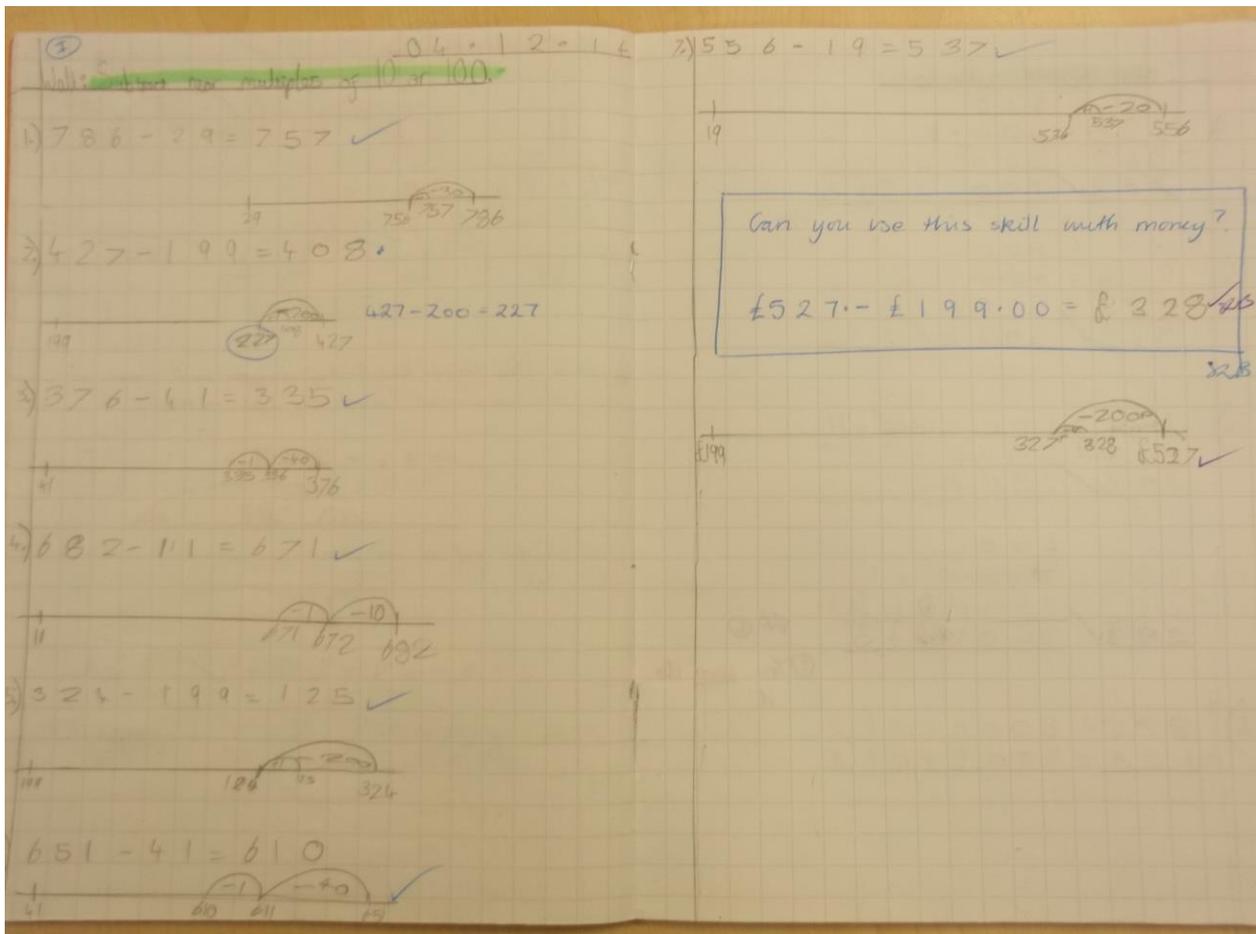
Marking Policy - Appendix 1 - Marking Symbols

✓	Correct answer
•	Incorrect answer
	Bubble: positive comments related to the learning objectives and / or targets
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p>Write a sentence containing the word 'because'.</p> </div>	Block: points for improvement and/ or next steps
<p style="color: green;">was</p> <p><u>wos</u></p>	Incorrect spellings that children should know are underlined and written above or in the margin. (no more than three spellings in each piece of work).
. ? ! "	Missing or incorrect punctuation is written in.
I	Independent work
P	Paired work (or Group Work)
G	Guided work (adult)
VF	Verbal feedback given
PM	Peer Marked work
S	Support given
^	Omission
EJ 06-10-14	ALL work dated and initialled by marker
* * *	Work to be marked using a variety of colours but not the same colour as the child's work

Appendix 2: Examples of marking

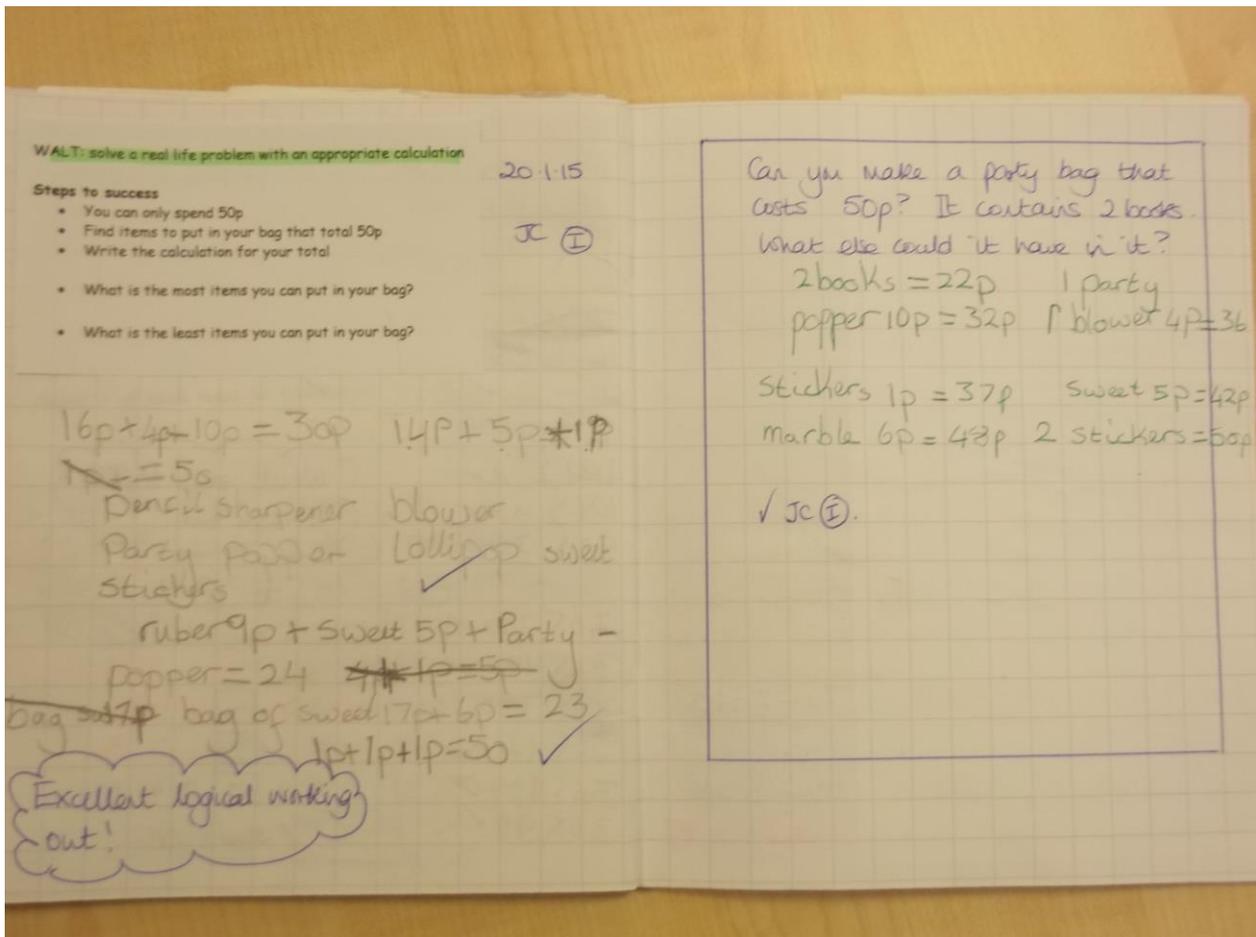
Use of Green Time in KS2:

Block extends learning by application of skill to money.



Use of Green Time in KS1:

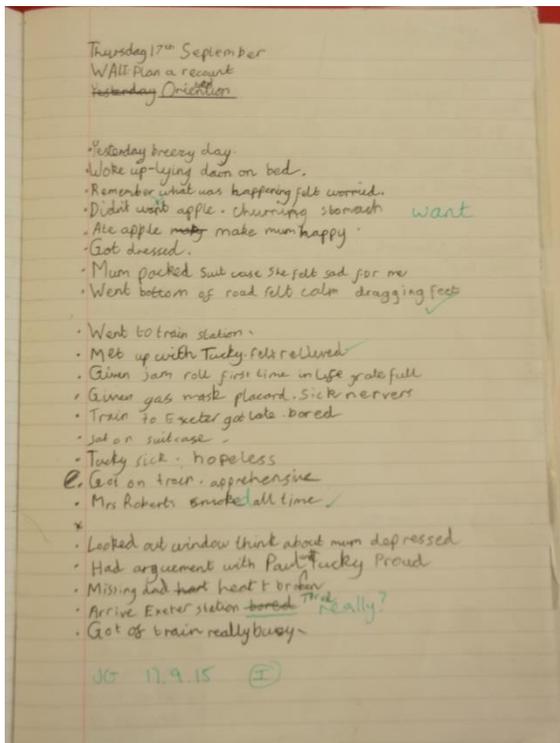
Block extends learning by changing the criteria in an investigation.



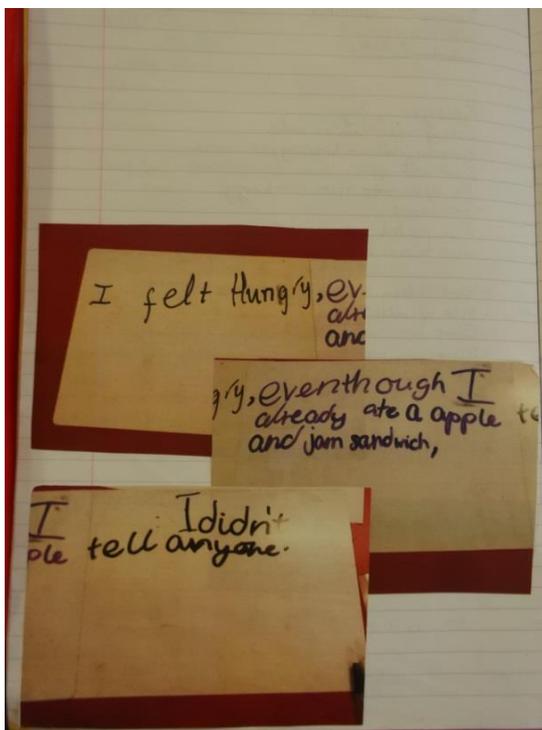
Use of Green Time:

Example of the writing journey in KS2:

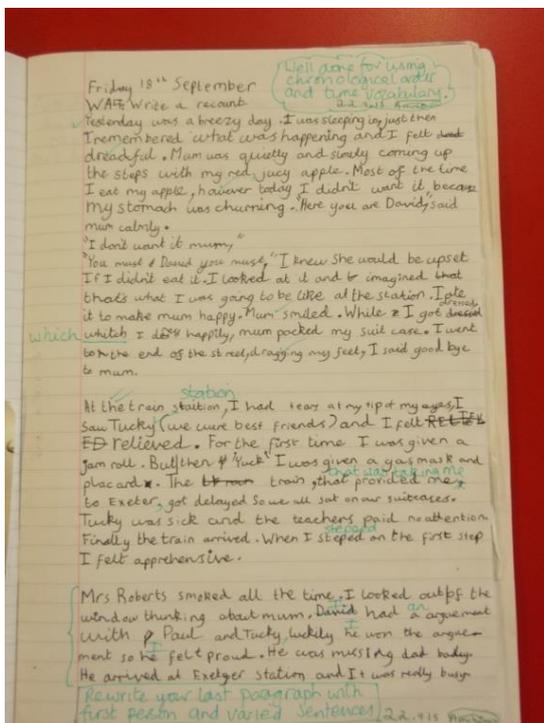
1. Planner



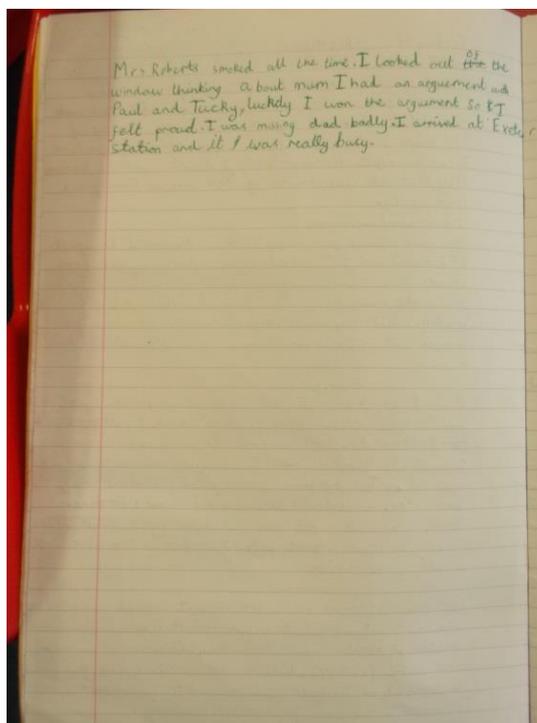
2. Sentence extension



3 Writing from the plan.



4. Paragraph re-written using varied sentences.



Use of Green Time:

Verbal feedback given and improvements made to answers, following discussion.

Wednesday 18th November 2015
WALT: Infer and deduce from text.

Q1 Jung Chang was so anxious to collect metal waste on her way to school because metal waste were used to furnaces to produce steel.

Q2 Loud music was played in the streets so that loads of people would make steel. Steel had been ordered by Chairman Mao.

Q3 The dues were that ^{there} were lots of slogans and posters and Chairman Mao had ordered the nation to make lots of steel.

Q4 The pupils collected lots of broken nails, rusty cogs and any other metal objects.

Q5

1. No private cooking was allowed.
2. People's beds were taken.
3. Iron railings were gone.
4. Pavements were gone.
5. Everything steel was gone.

Q6

1. Uplifting music - Persuading or loud music.
2. Huge slogans - slogans that are written/copied really huge/memorable or a really big phrase.
3. Crucibles like furnaces - People who take steel.
4. Molten iron - hot iron/iron/huge container.
5. Insatiable - ~~then~~ Impossible to satisfy.
6. Half baked dream -

Chairman's ideas weren't sensible because.

- A. People were living horrible.
- B. People couldn't walk because there were no pavements.
- C. People were living in a steel world.

I wouldn't have liked to live in China in the 1950s because.

Good use of inference and deduction.

Choose questions to improve following our discussions.

JG 20.11.15 (I)

1a Jung Chang was so anxious to collect waste on her way to school because she was in the steel production and the ~~use~~ metal waste which were broken nails, ~~not~~ rusty cogs were to feed into the furnaces.

1b Loud music was played on the streets because Chairman had ordered ~~it~~ that everyone needs to make steel.

1c The dues are... 1) Children had to give metal waste to a steel producer. 2) People made slogans and were saying Make steel and long.

