



Huxley & Utkinton St. Paul's C.E. Primary Schools Marking Policy



Utkinton St Paul's
C of E Primary School

"Developing confident children
through creativity and choice
within a Christian community"

"Enabling every child to fulfil
his/her potential in a nurturing
Christian environment"

Purpose (the first 4 are the children's ideas)

- To tell us how we are doing.
- Show us our mistakes so we can correct them.
- To help us get better.
- So teachers know what we are doing/if we understand.
- To ensure "teacher's provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively." (OFSTED 'School Inspection Handbook' outstanding grade descriptor for 'The quality of teaching, learning and assessment', September 2015.)

Agreed Procedure

General

- Use green ink and dyslexia-friendly handwriting (no crosses).
- Every book to have a marking code stuck on the back of the front cover.
- Where possible/appropriate mark the work alongside the child.
- Give personal comments.
- Provide time for children to respond to/reflect on marking. (e.g. during lessons; 'Read and Respond' time). Staff to target those children who have been given written feedback.
- Record feedback that is given verbally using V or VF, or on post-its, and record/provide the child with opportunities to record significant understanding/comments from the discussion.
- Encourage regular self-evaluation at beginning and end of lessons through smiley faces (on LO sticker)- enable children to 'spot their own mistakes' (as requested by children).
- Where possible provide opportunities for peer evaluation.
- Annotate to show how the piece of work was composed. I = independent, GW = group work, SG = support given.
- To share our marking policy with parents and explain that mistakes are OK/a chance to learn (requested by the children).
- Staff to check children complete LO sticker each lesson- use strip post-its to highlight when child fails to respond on first occasion and ensure they do prior to the next marking.

Literacy, Creative Curriculum and RE

- LO printed on sticker with success criteria as appropriate (colour coded in solid green for "understood"; solid pink for "not understood"; dashed line (green) for "almost understood" or dashed line pink for "partially understood" by the teacher after marking), even if work not recorded in book. (If it helps success criteria can be numbered and then the number of the criteria achieved written next to the green highlighting in the work.) 2 sets of faces for children to record their understanding at the beginning and the end of the lesson and code to show how the piece of work was composed. I = independent, GW = group work, SG = support given.
- Staff to hi-light 2/3 examples of success, linked to LO, in pupils' work, using green highlighter colours.

- Pink highlighter 1/2 areas to develop/next step. If appropriate explain using 'next steps' symbol (stairs). Where possible ask a specific open question the child can answer that will clarify the work done in the lesson. (It is not necessary to give every child written feedback every lesson).
- 1/2 grammar errors highlighted in blue for the child to correct (link to SPAG coverage).
- 2/3 spellings highlighted in orange for child to correct in KS2 (link to patterns/high frequency words covered). KS1 spellings identified as appropriate (due to current focus on developmental writing).

Maths

- LO printed on sticker with success criteria as appropriate (colour coded in solid green for "understood"; solid pink for "not understood"; dashed line (green) for "almost understood" or dashed line pink for "partially understood" by the teacher after marking), even if work not recorded in book. 2 sets of faces for children to record their understanding at the beginning and the end of the lesson and code to show how the piece of work was composed. I = independent, GW = group work, SG = support given.
- Correct work ticked or highlighted in green (which ever the class teacher chooses to use it must be used consistently).
- Incorrect work dotted. Specific error (1-2 mistakes) hi-lighted in pink (as appropriate) for children to attempt to correct. Children to correct to the side or below so earlier work can be seen. If a significant amount is incorrect stop marking and write a comment arranging to meet with the child to help.
- If you feel there is the need for a child to provide reasoning you may also ask a specific open question that they have to answer about where they went wrong or give an opportunity to apply their knowledge using AT1 or a specific maths calculation/question to complete.
- 1/2 spellings linked to maths vocabulary highlighted in orange for child to correct in KS2. KS1 spellings identified as appropriate (due to current focus on developmental writing).

Monitoring

- Termly monitoring of marking in books and planning (next steps).
- Provide termly opportunities for children to share their thoughts on why we mark their work and encourage them to provide feedback about how our marking can help them to improve so that we can develop our policy around the needs of the children (possibly create pro-forma).

This Policy was drawn up in consultation with pupils, Staff and Governors in September 2014 and last reviewed in Spring 2016.

Headteacher 

Governor (Huxley) 

Governor (Utkinton) 

Date 14/9/16

Review Date: Spring 2017.