

VICTORIA PARK PRIMARY SCHOOL



Marking Policy

Date	Policy Reviewed	Policy Amended	Added to Website
	June 2018	Apr 20	June 2020
September 2021	September 2021	September 2021	December 2021
Sept 24	August 24	Sept 24	Sept 24

VICTORIA PARK PRIMARY SCHOOL

MARKING POLICY

Aims

- To provide a consistent approach to marking across all stages.
- To provide children with constructive feedback.
- To enable children to identify strengths and information on how to improve their performance.
- To inform the teacher of children's progress and needs for future planning.
- To involve children in part of the process of marking and provide opportunities to review their own work as well as their peers.

Guidelines for Marking

- Every piece of work should be marked or have a teacher presence on it.
- It should be frequent and regular.
- It should be manageable for teachers and children.
- It should relate to the learning intentions.
- Marking can be shared and paired in KS2 classes only with teacher's endorsement.

- Lessons where children can look at marking and edit their writing should be planned for.
- The plenary should be used for children to check their work against the given success criteria and self-evaluate.

NIC document

For feedback to improve learning pupils need to know three things-

- *Where they are in their learning*
- *Where they need to go*
- *How to get there*

Structuring quality feedback (NIC document)

1. *Highlight success.*
2. *Identify an area for improvement (find something that could be improved).*
3. *Give an improvement suggestion – write a prompt that will help the learner make the improvement*
 - *Reminder – reminding the pupils of the learning intention/success criteria*
 - *Scaffold – give examples of what they could do or asking focused questions*
 - *Example – giving the pupils concrete examples or suggestions that they can use*
4. *Give time – give the pupil an opportunity to read the improvement and make the changes.*

In order to achieve the above-

Focused Marking

A focused marking session should take place with each group once every four weeks.

The marking during these sessions should

- Highlight success.
- Identify an area for improvement.
- Give an improvement suggestion eg write a prompt that will help the learner make the improvement.
- Where appropriate this feedback can be given through discussing the work with a child.
- Give time for the pupil to read the improvement and make the changes.
- Include success criteria boxes for children to self-assess.

The format should be used as follows;

Foundation Stage

- Verbal feedback will be given with the child present.
- Comments should relate to the content in the first instance.
- Gold star used – already reached that goal.
- Wand stamper used to indicate next step.
- They should also include praise and encouragement for the future and be consistent. They should be suitable for their age and ability.
- Comments can be used to clarify what the child has written, eg. Yes, Humpty Dumpty fell off the wall.

- Information on how the work was completed should also be noted, eg. In a group, independently, copied from a whiteboard.
- Reward stickers and stampers can be used to provide positive feedback.
- Pictorial success criteria

Key Stage 1

- Success criteria grids should be used on the piece of work
- These should show a column for the teacher and the pupil
- In addition to the above, bubbles can be added to request more content, eg. I would like to know more about the train.
- In P4, two stars and a wish will be used for focused marking.

Key Stage 2

- The focus of the marking is made explicit at the beginning of the lesson.
- Success criteria grids should be used on work that is to be focused marked.
- A tick or double tick can be used in the margin to show good work.
- Where appropriate, work that falls below the child's capabilities should be re-done.
- A comment can be added on their work.

Spelling

Foundation Stage

- Children can be provided with lines to fill in the correct sound pictures when working with the child.
- Acknowledge a correct high frequency word with a double click.

Key Stage 1

- Words that can be spelt by the children should be underlined and then corrected. These include words covered in spelling lists.
- Words that have been attempted but are beyond the child's capabilities can be written above by the teacher.
- There should be no more than two or three per page.
- Spelling tests should show correct letters as ticked and incorrect ones corrected above.
 ✓ a ✓
eg. c e t
- All spelling tests should be marked by the teacher.

Key Stage 2

- Any peer marking should also show a teacher presence.
- There should be a circle put around the words which children should be able to spell.
- Difficult or unfamiliar words can be written by the teacher.
- There should be no more than three or four corrections on a page.
- Dictionaries can be used for corrections.

Punctuation

Foundation Stage

- Children should be introduced to the use of capital letters and full stops.

Key Stage 1

- Any missing capital letters or full stops are indicated by a line underneath and should be fixed up.
- Question marks, exclamation marks and speech marks can be put in by the teacher.

Key Stage 2

- A reminder or comment by the teacher where appropriate.

Grammar

Key Stage 1 and 2

- Mistakes should be underlined according to the level of the child.

Presentation

- Foundation stage will provide teaching on concepts of print.

- Reversed letters should be corrected by the teacher by writing them above.
- Clear guidelines should be given prior to starting a piece of work as to how the page should be set out.
- Children should be encouraged to take time to produce their neatest work.
- Key Stage 1 and 2 should participate in weekly handwriting lessons.
- From the beginning of Key Stage 2 children should be working towards using joined handwriting.

Maths

- In maths reversed numbers in answers should be marked as correct. The correct formation of the number should be written above.
- This work is covered in Maths Mastery lessons.
- Incorrect answers are indicated by a dot. These should be fixed up by the child.
- Tick can be added to show it has been fixed up.

Frequency

- Work should be marked as soon as possible after completion.
- When possible this should be with the child present.
- Long term projects can be marked when completed.
- In all areas, time should be given to children to correct their work as required.

Self Assessment

Key Stage 1

Traffic light system used by children



I can do it.



I can do some of it. I needed help.



I can't do it.

Key Stage 2

- Children add their own comments on their work.
- They can add to their traffic light system by adding a blue circle



I can teach it.

Role of Classroom Assistant

- Classroom Assistants should be trained by the Literacy Co-ordinator to help groups.
- They should understand their role during independent writing or group work.
- Classroom Assistants should encourage children to attempt as many words by themselves.

Seesaw

- There are also opportunities for teachers to add comments to work completed on Seesaw.

Agreed Code - *Black and red pen only*

Foundation Stage

.I	=	independent
.WS	=	with support
.GW	=	group work
.MT	=	marked with teacher
VF	=	verbal feedback

Key Stage 1- in addition to the above

._	=	incorrect spelling/letter
.WT	=	with teacher
VF	=	verbal feedback

Key Stage 2- in addition to the above

.G	=	grammar
.P	=	punctuation
./	=	new paragraph needed
./	=	new line
.NHI	=	not handed in
.^	=	word omitted

