

St George's C. of E. Primary School

Marking Policy

Aims

In order to raise and sustain the attainment of all pupils at St George's School there needs to be consistent and diagnostic marking of the pupils' work. Good marking provides useful comments for pupils and the opportunity for teachers to plan formatively for the next steps in pupils' learning. It is also a way in which work completed by the pupil can be valued by the teacher. Marking provides a ready basis for teachers, pupils, parents and external agents to evaluate both progress and development within the subject area.

As a staff, we recognise that pupils in different stages of the school and different learning levels should be able to access the marking of their work in different ways. It is also useful to have a standard approach to marking as it results in pupils having to learn only one set of symbols and expectations. Parents will also be able to understand more fully our aims if one set of guidelines are followed. Consistency in standards and expectations is important for the pupils to know what they need to do to achieve and improve.

Marking pieces of work

The teacher has overall responsibility for the marking of work. However, marking may be undertaken by:

Pupils – self, peer, group or whole class marking. (It is expected that pupils would be taught how to mark, self assess theirs and the work of others);

TAs – working with their group, homework, spellings / tables, etc

Marking of work involves several different levels of detail:

- a) A tick shows that the teacher or teaching assistant (TA) has viewed the work
- b) A brief comment with reference to the learning objective - 'links to the work or pupil's progress during the lesson gleaned from teacher's questioning or group work
- c) Detailed and focused marking of a piece of work including spellings in the core area or topic. (Focusing on pupils' progress towards the learning objectives.) This should be done weekly (as a minimum)

Initial marking during a lesson

Teachers and TAs should aim to undertake initial marking in lessons (as appropriate) to ascertain pupils are on the right track. This may be with a focused group or the class. Teachers may use mini plenaries to the same effect and questioning.

Marking and pupils books

- At the start of the school year in September, teachers should ensure pupils are trained to lay out the margin (if appropriate), date, LO, etc.

- Pupils need every opportunity to present their best work. Therefore, at the start of the lesson the teacher should outline for pupils what they are looking for and how their work will be marked / assessed e.g. through the LO, plenary, etc.
- No work is to be ripped out of a book even if unacceptable words have been written on the page. The pages need to be kept as evidence for parents and to show progress over the year.
- A red pen needs to be used by adults. A green pen is for response or self-correction by the child themselves. A blue pen is used when peer marking.
- Rubbers should not be used.
- Each area for development must be balanced with a positive comment.
- A written comment in the form of a question is a good way to mark especially when an area for development is being looked at. All pupils in Key Stage 2 should be encouraged to write a brief response to any question written by the teacher.
- Teaching assistants may tick a piece of work or place an initial next to it. They should clearly show where pupils have been supported to produce a piece of work.
- Work is marked to the learning objective and, where relevant, pupils' individual target(s).
- Work that is of an unacceptable standard may have a ruled line placed through it, by the teacher, and the pupil is asked to repeat that piece of work in his or her own time. Pupils are not encouraged to put lines through a complete piece of their own work. If a child has made an error, one line needs to be drawn through section of work.

Marking within specific subjects

Mathematics and English

Each piece of work should be marked towards the LO. A tick next to the LO denotes that the LO is achieved. If the LO is not achieved a comment needs to be written to show the child how to get the correct answer.

A next step comment on a specific piece of work needs to be made once every week as a minimum. A comment could consist of one positive and one area for improvement. Setting a further question as consolidation or practice may also be included in the marking process.

Maths only

- Work that is correct is marked with a tick.
- Work that is incorrect is marked with a dot.

Science, RE and topic

A next step comment on a specific piece of work needs to be made once every half term as a minimum. A comment could consist of one positive and one area for improvement. Setting a further question as consolidation or practice may also be included in the marking process.

All other work needs to be acknowledged by a tick or the correct answer if wrong in the child's book.

Homework

Each piece of homework should be acknowledged by the teacher or TA.

Monitoring

Marking will be monitored by SLT, subject leaders or external consultants at intervals throughout the school year. Feedback will be given to individual teachers and to SLT. Areas of development will be reviewed.

September 2016

To be reviewed September 2017