



BREDENBURY
PRIMARY SCHOOL

Bredenbury Primary School Marking Policy

September 2020

Person responsible for Marking Policy	Mrs S McAtear Head of School	
Updated:	Mrs S McAtear	Date: September 2020
Approved by:	Mr M Farmer Executive Head Teacher	
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Bredenbury Primary School Marking Policy

1. Aims

At Bredenbury Primary School we feel it is vital that a child's work is responded to in a positive manner in order to help children develop to their full potential by **understanding what they need to do in order to move forward.**

Children are valued as individuals and, as such, they must have their work valued by staff who work at school, thereby creating a positive learning environment in which children are proud of their own efforts and take pride in their work.

The **purpose** of our marking will be to:

- Assess children's performance against stated learning objectives
- Provide constructive feedback to address misconceptions and provide practice tasks or extend learning
- Correct mistakes and provide opportunities for pupil self-correction
- Acknowledge effort and attainment
- Inform teachers' planning and organisation of learning
- Provide summative assessment

2. Setting the context

During the initial part of the lesson, the teacher will share the learning objective with the children to ensure they are clear about the focus of the lesson; success criteria for the lesson will support the learning objective. These will then form the focus of the marking generally but in sustained writing, marking will be against the child's individual targets. The children will be encouraged to use the success criteria to guide them through their task and when self, or peer, assessing.

3. Marking

Marking should be a teaching, learning and assessment technique for the benefit of the child and to inform teacher's planning.

Children's work will be marked regularly as this provides the opportunity for the child to reflect upon their learning by considering what they achieved, what misconceptions they need to address, how they can address these misconceptions or how they can deepen their understanding.

Work should be marked as soon as possible after the child has finished as it is a primary method of assessment that enables the teacher to understand their pupils' understanding and so should help shape the teacher's subsequent planning and classroom organisation (e.g. how to use their TA, what activities to match to which children).

Written comments by the teacher should be constructive not negative, encouraging but honest.

All marking should be clearly visible so the staff marking colour is green; marking must be neatly presented. Pupils should always self-correct and edit in purple.

Comment on presentation when appropriate.

Stars can be given for accurate, well presented work and effort.

Corrections are to be completed during the 5 minutes at the start of lesson or during independent activities.

All marking requirements will be **consistently** applied across the whole school.

All marking will be clear and unambiguous, fair and unbiased.

Marking is the responsibility of teachers and is not to be delegated to Teaching Assistants.

PPA teachers, supply teachers and students should follow the school's marking policy.

3a. Foundation Subject Marking

As outlined in the subject policies

3b. English Books

Pink highlighter to show example of where success criteria have been met. (1 example of each is adequate).

Yellow highlighter (3 in KS2, up to 3 in KS1) to show errors for the children to self-correct, along with an 'error type' symbol (see symbols suggestions); teachers should then supply corrections if pupils' amendments are still incorrect.

In upper KS2, children are to be encouraged to become more independent at editing and redrafting their work. In year 5, the 'error type' symbol will be placed in the margin, on the line where the error is located, for the child to then independently identify and correct. For some children this will not be appropriate and teacher judgment will need to be used.

In year 6, to follow the guidelines from Statutory Teacher Assessment, no yellow highlighting or error symbols are to be used to guide the children on how and what to edit and redraft. The teacher may respond to class errors through whole class guided teaching at the start of lessons but then must ensure that the children edit their own work independently. This approach will be adopted after the first term so as to allow staff to gather a sufficient amount of independent writing for moderation.

Teacher to **selectively** correct other errors. (E.g. Common spelling patterns, age appropriate punctuation or grammar.)

3c. Comments

If learning objective (LO) met:

- Clearly write 'LO met'.

If LO not met:

- Indicate with an arrow \longleftrightarrow followed by a scaffold or example prompt (linked to reason LO has not been met). Again, provide a short practice task where possible.
- Use an arrow followed by the word intervention to show further support work with a TA will take place.

Teacher should mark pupils' responses to corrections or practice tasks with a tick (if achieved) or an initial (if not achieved).

When writing is due to be redrafted, comments should guide pupils on specific areas to focus on during redrafting session.

3d. Cross-curricula writing

Focus and comments to be based on subject matter, features of the relevant genre and grammar, punctuation and spelling.

Use of yellow highlighters for self-corrections. (Teacher to selectively correct other age appropriate errors.)

When writing is due to be redrafted, comments should guide pupils on specific areas to focus on during redrafting session.

3e. Redrafting Symbols

Sp	Spelling
P	Punctuation
CL	Capital Letter
Gr	Grammar
Hw	Handwriting
	New Paragraph
^	Insert
(,)	Improve Word/Phrase
?	Does not make sense
*	Extra information (numbered)

4. Mathematics Books

4a. Book entries

- KS1: **3 out of 5** per week
- KS2: **3 out of 5** per week

4b. Marking

- **Green** pen
- **Tick** to identify **correct answers**
- **Dot** to identify **incorrect answers**
- **C** (up to a maximum of 3) to show where corrections are required
- **Write P, W or D at the end of work** to indicate the **activity** the child has **undertaken**: **P** *Preparing for the objective*; **W** *Working within the objective*; **D** *Applying the objective*.
- **Use P, W or D to indicate also where child has moved from one activity to another as a result of formative assessment within the lesson**
- If child is **supported** during lesson, show with **S** where **support** has taken place
- When **80% of work** completed is **correct** show with '**LO met**' at the end of work to show intended learning has been achieved
- If **LO not met**, a **visual support (scaffolding)** must be given which is an example followed by a question the child can complete:
→ $2.16 = 2 \text{ wholes} + 1/10 + 6/100$

You try: $3.27 =$

- Comment on presentation when appropriate
- Stars can be given for accurate, well presented work and effort.

4c. Corrections

- To be completed during **5 minutes** at the **start of lesson** or during independent activities
- Corrections and target examples to be completed in **purple**
- Corrections should be checked by teacher and either ticked or initialled

4d Development Activities

On-going formative assessment during the lesson should ensure that children make progress. This will usually involve movement through activities. Where a child has completed only the within task and been successful on three occasions, they are to be given a **development target** short task which broadens and deepens their learning. This could be the D task from that day.

If a child has been successful in P tasks, then they could be given an activity from the day's W task.

Development objective tasks should, by their nature, broaden and deepen learning so it is not expected that a child undertaking these D activities should be given additional tasks. Care should be taken to ensure that the development tasks are challenging and include exploration.

- If giving a development task, write 'D' to indicate this followed by the task or question.

4e. Core Maths/Arithmetic (10-15 minutes prior to maths lesson)

A learning objective is not recorded for the core practice (a regular feature of maths lessons). This is because there may not be a common focus since the practice is designed to give the children experience of varied arithmetic questions and to reinforce understanding in readiness for their year appropriate arithmetic paper. However, 'LO met' will still be used as a marking response where the teacher is satisfied that the practice has been understood. Where a judgement of 'LO met' cannot be made, the child will receive immediate focussed verbal input and practice within the lesson.

The same method of feedback applies to lessons where test questions have been used to deepen understanding and prepare the children to solve reasoning problems.

5. Responding to marking

The children will be given time when appropriate to respond to marking and reflect upon it. They should respond to questions, complete corrections or further calculations that the teacher has given to aid understanding. Pupils should also initial teacher's comments.

6. Review

Marking will be regularly reviewed by the Head of School by taking books in to sample across the school. Also, whole staff meetings will be held looking at teachers' marking across the school where good practice will be shared, and work moderated.

7. Conclusion

In marking children's work teachers will be selective according to the abilities of the child and the specific learning objectives for a piece of work. It is not the intention to mark or highlight every single mistake as this could de-motivate children or damage their self-esteem. Rather, we would aim to provide a small number of achievable targets which will progressively improve the skills of the children.

We believe that teachers' marking of children's work should celebrate achievement whilst indicating areas for future improvement.