



Involvement, Enjoyment, Achievement

ST. JAMES' C.E.(C) PRIMARY SCHOOL

Policy for MARKING

NOVEMBER 2013

Introduction

- ❖ This document is a statement of the aims, principals and strategies for the marking of work
- ❖ It was redeveloped after inspection in order to clarify procedure and expectations.
- ❖ It will be reviewed at least every 2 years since
- ❖ It will link Planning, Marking and assessment, and inform target setting and progress monitoring

Policy Statement

- ❖ At St. James' we believe it is important to have a positive, consistent, attitude towards the marking and standard of children's work.
- ❖ All staff, including teachers, supply teachers, Teaching Assistants, Parents and students, should follow the guidelines in this policy.
- ❖ A copy of this policy should be kept at the front of the planning file.
- ❖ It is the class/group teacher's responsibility to mark work appropriately.
- ❖ A copy of the marking symbols developed within this policy should be readily available within each class as an accessible reference.

Aims

- ❖ To provide each child, and their parents, with feedback about the child's progress
- ❖ To highlight a child's strengths, and specific achievements, through praise and positive comments
- ❖ To identify areas of concern and set targets for future work with the child.
- ❖ To be part of the assessment, and recording procedure
- ❖ To have a consistency in marking throughout the school
- ❖ To inform future planning and assessments

Work should ALWAYS be marked by the teacher. Children will also evaluate their own work as stated below, and make a comment to respond to the teacher's comment

Areas of consistency.

Whilst we recognise that all teachers are individuals, and have their own teaching and learning methods and styles, there are some areas where we need consistency. The following points must be adhered to:

1. Teachers will use the agreed marking symbols attached to this policy as appropriate to their Key Stage
2. Whilst these, and comments such as good, or well done, are sometimes sufficient, written or spoken comments are more constructive and beneficial to the child.
3. Comments should focus on the learning objective of the piece of work, commenting positively on achievement, and providing a target for future improvement.
4. Every mistake should be marked in a constructive manner.
5. Children's work should be dated. In YrR/1 this may be done by the teacher. From Yr2-Yr6 this becomes the responsibility of the child.
6. From Yr2 upwards, children should be underlining titles, and completed work, using a ruler and a pencil (they must be taught to use a ruler).
7. Handwriting: Yr3 children will begin to use a pen for handwriting. Yr4 upwards should always use a pen for this. From Yr5/6 all written work should be encouraged to be done in pen. The agreed pen is a black biro.
8. Maths: all maths work should be done in pencil. From Yr5 a ruler should be used for setting out graphs, tables, sums.
9. Erasers should be used sparingly
10. At KS2 self corrections should be done only by drawing a line through a mistake
11. Grammatical errors caused by dialect do need correcting
12. Teachers may ask a child to repeat a piece of work where necessary, but not for homework
13. Redrafted work, which has already had a teacher input, should not be marked, except by a tick, otherwise the child may view this as spoiling their work.
14. Teachers may comment on a piece of work e.g. This work is too long; Sam enjoyed writing this...
15. No graffiti will be tolerated.
16. Teachers should set a good example in their own writing and presentation.

Methods of marking

There are many forms of marking appropriately used at St. James'. They include;

- The use of agreed symbols (see later)
- Constructive diagnostic comments written on work
- Informal comments to children
- Class discussions of main points
- Reviewing progress with individuals or groups
- Peer group discussion and evaluation
- An adaptation of marking will be used for children with SEN, when appropriate.

Monitoring & Evaluation

The Head teacher, SMT and all teachers are responsible for the effective marking of work. On the occasions of reviews, staff will share their marking, and any issues will be addressed at this stage.

Additional Expectations post OfSted (included within the immediate plan)

THINGS WHICH NEED TO BE DONE NOW: DATE TO BE READY, MONDAY 9TH DECEMBER

1. Teacher to Label all books consistently:

NAME OF CHILD	CHRISTOPHER JONES
SUBJECT	CLASS MATHS
YEAR	YR6
TEACHER	MRS. LEAK

2. Plan on consistent format: like we used to use (copy included as Appendix 1)

ENGLISH
MATHS
FOUNDATION

To start with LO

To include differentiation planned

To name each child on SEN and FSM

To include evaluation

To include assessment of LO: In science name those exceeding and those needing more practice. Those achieving not written down presume achieved.

3. Marking:

In each book for each child rule off work to date and write in new date starting MONDAY 9TH DECEMBER 2013 to indicate where new marking to begin. All writing to be done in either pencil or biro as agreed. Marking done in RED biro by the teacher. No peer marking.

To comply with policy I will expect to see

- ✓ Includes teacher assessment:
- ✓ Ticks or crosses
- ✓ Comment on LO
 - If partly, or not achieved, a comment on next step to improve if required
 - If achieved, a comment on next step to inform next target

- ✓ a symbol written in by the teacher
 - A= achieved
 - PA= partly achieved
 - NMP= needs more practice
- ✓ a symbol written in by the child
 - Smiley face=A= achieved
 - Straight face=PA= partly achieved
 - Sad face=NMP= needs more practice

4. Recording assessment to inform TA and progress ie orange files:

- ✓ Recording grid for All English and All maths to include: (Copy included as Appendix 2)
 - Names of each child down the side in Year, Boys alphabetical, Girls alphabetical order
 - Children on SEN to be identified with *
 - Children on FSM to be identified with ~
 - LOs abbreviated above
 - Completed for each planned maths and English lesson using A, PA, and NMP as above
 - Recording assessment to inform TA and progress ie orange files

5. MONITORING

- ✓ PLANNING ENGLISH, MATHS AND SCIENCE/FOUNDATION:
 - Planned by teacher and completed with assessment and evaluations every 2 weeks.
 - Handed into HT Pigeon hole on Monday morning first thing. HT will check compliance against above expectations. First date for collection will be Monday 6th January 2014
- ✓ MARKING ENGLISH, MATHS AND SCIENCE
 - Marked in accordance with above starting from Monday 9th December 2013.
 - All ENGLISH books (ONE SET ONE WEEK, ANOTHER THEN NEXT) to be handed in weekly on every Wednesday morning, and those being used, after school to HT Office: Please put in order of Record sheet: Year, Boys alphabetical, Girls alphabetical order. Will be ready for collection on each Thursday morning
 - HT and AHT/LIT Coord will evaluate marking etc
 - Please hand in Recording grids which should match Los in planning and assessments and marking in books
 - Feedback will be given individually on Thursday lunchtime KS2, and Thursday evening KSF/1

- All MATHS books (ONE SET ONE WEEK, ANOTHER THEN NEXT) to be handed in weekly on every Monday morning, and those being used after school, to HT Office: Please put in order of Record sheet: Year, Boys alphabetical, Girls alphabetical order. Will be ready for collection on each Tuesday morning
- Please hand in Recording grids which should match Los in planning and assessments and marking in books
- Feedback will be given individually on Tuesday lunchtime KS1/1, and Tuesday evening KS2