

Stanley Grove Primary and Nursery School.

Marking Policy.

Reviewed May 2021

Aims:

Good marking provides maximum help for pupils at the point of learning.

This occurs when teachers:

- Tell pupils how well they are doing.
- Teach pupils what they need to do to improve.
- Include clear evaluations and sensible advice in their comments.
- Leave pupils with action points they are able to work on.
- Establish continuity in comments from one piece of work to the next.
- Have consistency throughout the school.
- Give the pupils a chance to respond to it and improve as a result of it
- Work is not over marked but has focus on child's next steps or success against the learning objective.

Expectations:

- **All work is to be marked promptly to enable children to improve or to aid Assessment for learning and planning. The learning objective is useful to mark against and reduces teachers repeating objectives. (see assessment policy)**
- Any written comments should be written neatly, modelling the handwriting style.
- Comments should be age appropriate and brief.
- Not all work or every mistake will be corrected. To correct everything with a secretarial approach is usually counter-productive and demoralising for the child.
- Children should be encouraged to self-evaluate their own learning and given opportunities to peer mark and assess.
- Homework should be marked with the same stringency as any other work.
- The appropriate marking symbols are used in all marking and feedback.
- Marked in a coloured pen (not purple) so it can be seen. We ask trainee students to mark in pencil so we can see the difference.

Marking, Feedback and Dirt time (dedicated improvement and reflection time.)

Regular DIRT time is to be given for English and maths in order to give children the opportunity to re-visit work and learn from mistakes and to extend learning as appropriate. DIRT (Dedicated improvement and revision time) can also be given in other subjects where appropriate.

Corrections and extension work in DIRT/re-visit time to be done in purple by children. This should be double ticked to show teacher has remarked it. (Adults please do not mark work in purple.)

Marking Symbols

Extended Writing.

// - start a new paragraph

/ - start a new line

P – add in any missing punctuation

- Finger spaces
- Full stop in a box

CL – Capital letter

^ - a word is missing

?} - part of the text does not make sense and needs editing.

Sp – in the margin, with the word underlined, indicates a spelling error. Use a dictionary or the working wall to correct it. If it is a spelling you would like the children to learn, write it at the bottom of the work for the children to write 5 times.

VF – Verbal feedback given

For young pupils, staff can put **I** to represent work has been carried out independently or **S** to show support from an adult has been used.

Mathematics

When marking, XC should denote child needs to correct. Maximum 2 per piece.

Next step' should be included occasionally (perhaps at end of unit).

Harder example should be given for DIRT time as needed if child has all work correct in lesson to ensure that marking is moving learning on.

Self-assessment (I can comment/smiley face, etc.) should be evident 75% of time.

RT in a circle should denote that a re-teach has taken place.

I in a circle denotes that work has been undertaken independently.

S in a circle denotes that child was given support to complete task.

VF in a circle denotes that verbal feedback has been given

