



Leominster Primary School Draft Marking Policy

Aims

At LPS 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

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 targets or, in the case of revision in sustained writing, against teaching points made. The children will be encouraged to use the success criteria to guide them through their task and when self, or peer, assessing.

Marking

Marking should be seen as 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 red; marking must be neatly presented. Pupils should always self-correct and edit in green.

Comment on presentation when appropriate

House points 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.

Subject Marking (as outlined in the Subject policies)

English Books

There should be a minimum of 3 pieces of recorded entries per week.

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.

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

Comments

If LO met:

- Clearly write 'LO met'.
(If LO met throughout week, write an additional 'development prompt' with example and, where possible, a short practice task for the pupil to complete.)

If LO not met:

- Indicate with an arrow \rightarrow followed by a scaffold or example prompt (linked to reason LO has not been met). Again, provide a short practice task where possible.

Teacher should mark pupils' responses to 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.

Sustained Writing Books

Elicitation Pieces:

Comment on EYOs/ elements achieved and create targets for subsequent unit.

Sustained Writing Pieces:

- Pink highlighter to show examples of targets being met (labelled with the target number).
- Yellow highlighter to show errors (3 for KS2, up to 3 for KS1) for children to self-correct (in green).
- Comments to focus on pupils' individual targets, as well as against teaching points covered in the unit and overall expectations
- When writing is due to be redrafted, comments should guide pupils on specific areas to focus on during redrafting session.
- When writing spans several days, marking must be carried out **between sessions** to provide corrections and direction for subsequent sessions

Cross-curricular writing

When the final genre piece or revision piece is cross-curricular, see above. Otherwise, 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 errors.)

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

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)

Mathematics Books

In KS1 **3 out of 5 sessions** per week should be recorded as book entries.

In KS2 **3 out of 5 sessions** per week should be recorded as book entries.

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 A after LO to indicate the **activity** the child has undertaken:
Preparing for the objective; **W**orking within the objective; **A**pplying the objective.

Use P, W or A to indicate also where child has moved from one activity to another as a result of formative assessment within the lesson

If the child is **supported** during the lesson, show with an **S where support has taken place**

When **80% of work** completed is **correct** show this with **'LO met'** at the end of work to show intended learning has been achieved

If **LO not met**, a **visual support target** must be given which is an example followed by a question the child can complete:

$$\rightarrow 2.16 = 2 \text{ wholes} + 1/10 + 6/100$$

Try this: $3.27 =$

Extension Tasks and marking: 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, they are to be given an **extension target** short task which broadens and deepens their learning. This could be the A 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.

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

Write an **'E'** to indicate an extension task followed by **'Now try this:'**

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.

Review

Marking will be regularly reviewed by SMT 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

Presentation of Work' Policy

- Children should aim, and be encouraged to aim, for a high standard in their writing and setting out of work.
- Below par work should be redone as appropriate and, where relevant, the child given a target for future improvement.
- Book should be kept looking neat and tidy. Staff may prefer to keep some centrally. Books may be covered - this encourages individual ownership or 'pride' - but care exercised with any front cover design, title and name.
- There should be no writing or scribbling on covers or inside covers.
- If a child makes a mistake, when writing in pen, one line with a ruler should be drawn through the word and the corrected form written.
- The use of a ruler is to be encouraged. Where appropriate considered in years 5 and 6, when work is completed a line should be missed, then work underlined, using a ruler. Mathematical activities will provide plenty of opportunities for using a ruler's measuring capabilities.
- The use of 'tippex' and eraser pens is prohibited.
- When dates are required (it is not necessary for every piece of work) the date should be written in full, unless children are at a very basic level. Staff should set an example by writing the date on the board each day, both in full and mathematically (e.g. Monday 4th October 2009, 04/10/09). Date should be written in full in English and other subjects in Year 3/4. This becomes discretionary in Year 5/6, dependant upon the child's learning level. The date will be at the top of a piece of work. In numeracy only the numerical date is necessary. In normal circumstances the date at the top right will be followed by a gap of one line before the title is displayed across the centre of the next line. A gap of one line follows before the work itself commences on the following line.
- No margins are necessary for Maths. When numbering questions in Maths, children are to leave a square between the question number and the answer.
- Children should follow the squares in Maths books for individual digits until they are sure of place value (to allow for individual style). Children need practice however on working on blank sheets of paper, as appropriate, particularly in Maths.
- Children should be encouraged to take a pride in their books and folders. Each year group will need to reinforce this from time to time. Subject co-ordinators and Head teacher, when monitoring work, will check neatness and presentation as appropriate.
- Children should know that there are different ways of writing for different purposes. A piece for display, or in a folder, or a final draft, will differ from jotted notes or a first draft.

Main pupil Targets

Targets should be discussed with the child and be displayed in the front of their book. They should be achievable and appropriate to their ability. Targets should be regularly reviewed (half termly) and ticked with a date once achieved. Children should initial these targets to show they've read and understood them. For pupils with SEN these targets should relate to their IEPs. Work should also be marked according to targets where appropriate.

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.

Person Responsible:

Date Policy Reviewed:

Date of Next Review: