



# **Moorlands Schools Federation**

## **Marking Policy**

# MOORLANDS SCHOOLS FEDERATION

## MARKING POLICY

<b>Status</b>	<b>Adopted</b>	
<b>Agreed with Staff on:</b>	September 2013	
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<b>Associated Policies</b>	Feedback Policy, Homework Policy
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### 1. Introduction

- 1.1 Marking The purpose of this policy is to make explicit how the teaching team mark children's work and works alongside the feedback policy. As one of our non-negotiables, all members of staff are expected to be familiar with the policy and to apply it consistently.

### 2. Rationale

- 2.1 Marking should form a useful basis for "dialogue" with pupils about their work. This "dialogue" may be in a verbal or written form depending on which technique is most effective for the child's needs. It is important that the teaching team provides constructive feedback to children, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them close the gap between what they can currently do and what we would like them to do. We recognise the teaching team includes teachers, teaching assistants and specialist teachers.
- 2.2 Marking needs to be manageable and not all pieces can be quality marked. In depth marking will happen at least twice a week in English and Maths, with self/peer assessment and verbal feedback used where appropriate. Regular and written feedback will be given to children in a way that is appropriate for age and ability.

### 3. Aims

- 3.1 Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement but only if comments are read and responded to. This Policy aims to :
- (a) provide a consistent and relevant approach for verbal and non-verbal response to children's work.
  - (b) give positive and constructive feedback to pupils in order to motivate them and improve self-esteem.
  - (c) inform teachers so that decisions can be made on progress and future planning, and to aid record keeping and assessment.

#### **4. General Guidelines**

- 4.1 Establish ground rules on presentation and setting out work and display these in class. Any work that does not follow these will not be marked.
- 4.2 Positive, informative and constructive comments will link to learning objectives and success criteria – only give feedback on what children were asked to pay attention to.
- 4.3 Where work is of a good quality, comments such as “good” or “excellent” should be qualified with a brief explanation. Where possible, comments should extend the pupils thinking.
- 4.4 The language and presentation of comments should be appropriate to the child concerned. Work which does not reflect their ability should not receive praise but the comments should give clear guidance on how to improve their next piece of work.
- 4.5 Responses to areas of work needing further attention should be sensitively marked, and should encourage the child’s independent efforts to correct some errors.
- 4.6 Different levels of marking should be applied to pieces of work depending on the purpose and audience for that work. Closed tasks (right/wrong) answers can be marked by the children as a class or group.
- 4.7 All work should be marked (in varying detail appropriate to the task) unless there is a specific reason for not doing so, e.g. the work is to be displayed.
- 4.8 Work should be marked in green biro so that it contrasts with the pupils’ presentation.
- 4.9 Marking should take into account the individual targets which have been set for some children.
- 4.10 Stamps/stickers may be used at the teachers’ discretion.
- 4.11 Children should be encouraged to read comments made about their work, this may need a shared reading approach for those children who find this difficult.
- 4.12 As appropriate children will evaluate their own work and make comments or suggestions for future improvements.

#### **5. Guidelines for Foundation Stage**

- 5.1 All staff will annotate/mark work with a green pen.
- 5.2 A teacher may write a correct spelling, appropriate to the word level work, in the margin. Some spellings may remain uncorrected as appropriate.
- 5.3 Key words appropriate to the child will be highlighted for correction with a line drawn underneath.
- 5.4 Teachers will use the following symbols to annotate work and photographs:  
**T** – Work completed with the support of the teacher.  
**I** – Work completed independently.  
**TA** – Work completed with the support of a support assistant/parent.  
**TL** – Teacher Led  
**TD** – Teacher Directed  
**TAL** – Teacher Assistant Led  
**TAD** – Teacher Assistant Directed  
**S** – Work completed with Supply teachers.  
**ST** – Work completed with Student Teachers.
- 5.5 Assessed work will be annotated with a **T** if the child received support or an **I** if it was independent.
- 5.6 Assessed work will be annotated with a **T** if the child received support or an **I** if it was independent.
- 5.7 Verbal praise, stickers and stamps can be used, when appropriate.

- 5.8 Children can begin to annotate their own work and pictures when able.
- 5.9 Oral dialogue with children about their play, work or special books will continue to be a marking/feedback strategy.

## **6. Guidelines for Key Stage 1**

- 6.1 All staff will mark with a green pen.
- 6.2 Key words appropriate to the child will be highlighted for correction with a line drawn underneath. The pupil will be expected to practise the spelling at least 3 times at the end of their work.
- 6.3 Teachers will use the following symbols to annotate work:
  - T** – Work completed with the support of the teacher.
  - I** – Work completed independently.
  - TA** – Work completed with the support of a support assistant.
  - S** – Work completed with Supply teachers.
  - ST** – Work completed with Student Teachers(PGCE)
  - H** – work completed with help from an additional adult
- 6.4 The following codes will be used to support marking:
  - CL – capital letter
  - FS – full stop
  - S or  - finger space
  - Sp – spelling
  - ? – This doesn't make sense.
  - HW – handwriting
- 6.5 Codes will need to be taught to children and displayed in classrooms.
- 6.6 Traffic lights/smiley faces may be used by children as a self-evaluation on how well they think they have done/understood the task.

## **7. Guidelines for Key Stage 2**

- 7.1 Teacher will use green to mark in and stick to this throughout the year.
- 7.2 Excellent Editing posters will be displayed in classrooms and children will be taught the appropriate codes to edit their own work.
- 7.3 The following code will be used to mark errors:
  - a. Errors in/missing punctuation can be marked with a circle.
  - b. A question mark will be used to highlight that the work does not make sense e.g. incorrect vocabulary, words missed or words in the incorrect order etc.
  - c. // - to indicate a new paragraph.
  - d. ^ - to insert missing words.
  - e. 'sp' next to spelling errors of HF words children should know
- 7.4 Work completed as a guided activity should have a title that indicates this e.g. GW
- 7.5 Staff should aim to put an evaluative comment on most English work. Evaluative comments will be made in other curriculum areas when appropriate.

## **8. Mathematics in all key stages**

- 8.1 Correct work should be ticked. Incorrect work should be marked with a dot that can then become a tick.
- 8.2 Corrections should be made on the other side of the dot in a different coloured pencil.
- 8.3 Marking should take place as soon as possible and can include self- marking.
- 8.4 Numerals incorrectly formed or orientated will be underlined for correction at the end of the work.

## **9. Reward Systems**

- 9.1 All children deserve the opportunity to experience praise and success and to have their achievements and efforts rewarded.
- 9.2 A common reward system operates from Year 2 upwards whereby children collect reward points/house points and at various milestones these are celebrated by visiting the deputy/head teacher and celebrated in phase assemblies.
- 9.3 Teachers may choose to set up their own reward systems appropriate to their class.

## **10. Homework**

- 10.1 Weekly homework will be set for children from Year 1 upwards. This will be consolidating work undertaken in class or be research based, in preparation for new learning as part of the IPC. The amount of work will increase year on year, to build children's stamina and independence.
- 10.2 Quality marking has value when children are given the opportunity to have another go/respond to next steps. This is not appropriate for homework, and as such it will be valued and celebrated in class and marked to acknowledge effort. 3 Stamps = outstanding, 2 stamps = good, 1 stamp = requires improvement.
- 10.3 'Homework of the Week' will be picked in each class, and 5 reward points given for this. Year 1 children will receive a certificate from their phase leader. Excellent homework will be shown to phase leaders.
- 10.4 Expectations and clarity on the rationale of marking will be shared with parents as part of the new year induction process. It is expected that children will spend at least the following time weekly working on their homework, whether it is completed or not. Children can choose to spend longer carrying out their homework tasks and if they do so this will be celebrated in class.

Year 1 = 10 minutes

Year 2/3 = 20 minutes

Year 4 = 30 minutes

to SATS)

Year 5 = 45 minutes

Year 6 = 60 minutes (will vary in content leading

## **11. Monitoring and evaluating this policy**

- 11.1 This policy will be monitored through further consultation of staff and through the planned reviews.
- 11.2 Children's workbooks will be monitored by the SLT group and subject leaders, with written and verbal feedback given to individual members of staff.
- 11.3 Where appropriate, subject leaders will highlight and share good practice and areas for development, for all staff to consider and discuss.
- 11.4 Subject leaders will monitor subject specific marking as part of their monitoring roles.
- 11.5 As a school non-negotiable, following and adhering to this policy will be linked to performance management and related pay progression.

End of Policy