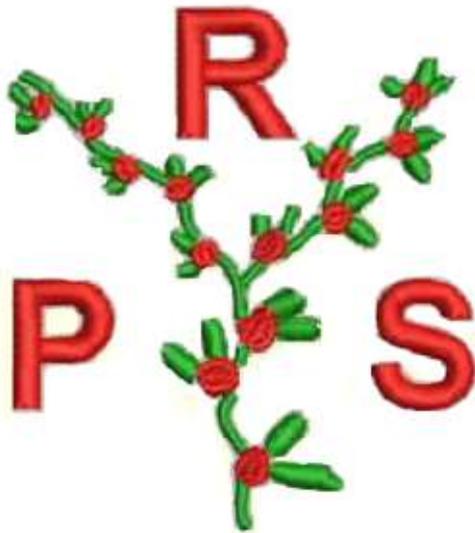


# Roseberry Primary School

## R P S



## Policy for Marking

<b>Approved by the Governing Body:</b>	<b>October 2014</b>
<b>Interim Review:</b>	<b>January 2019</b>
<b>Review Date:</b>	<b>January 2022</b>

## **Marking Policy**

### **Aims**

At Roseberry Primary School we believe that the key to children making progress is based on the quality of feedback they receive. Marking is an effective means of conveying to children how well they are doing and how they can improve further. We aim to ensure that high quality marking, irrespective of the subject, is a means towards maintaining high standards.

### **Objectives**

- To ensure marking communicates effectively to children what they have done well and what they need to do to improve
- To ensure that marking reflects the objective and success criteria of the lesson taught

### **Why do we mark?**

- To respond to a child's work
- To promote self-esteem, pride and confidence
- To focus on success and improvement
- To create a positive, forward moving, learning environment
- To develop a communication between teacher and child
- To monitor and evaluate the progress made by the child and the class as a whole
- To analyse the effectiveness of teaching and learning
- To enable targets for future learning to be set

### **How do we mark?**

- Ticks (I've seen)
- Positive comments (good, well done)
- Constructive comments (I like this because..)
- Giving an improvement suggestion (closing the gap prompt)  
Reminder (reminder of the learning objective)  
Scaffold (providing examples of what they need to do)  
Example (giving exact sentences, words or processes to complete or copy)
- Reinforcement/further learning comments (I've found the first 3 full stops can you find ..., please remember to ...)
- Interactive comments/questioning (what do you think will happen if ...)
- Hi-lighting e.g. 3 areas in the work that indicate where the learning objective/success criteria has been achieved
- Traffic lights indicate how effectively the child has met their objective
- Marking with the children e.g. while working with a group/as part of a plenary/individually
- Peer marking
- Self marking

### **What do we mark?**

- All written work

### **Homework**

Creative homework is shared with the whole class half termly and a comment is written at the end of each half term which evaluates and values the child's work throughout the half term.

All additional homework should be marked and feedback given.

### **When do we mark?**

- As soon as is practicable after completion of work and before children receive their books back.

### **Does the marking have a focus?**

- Learning objectives should be shared with the children in each lesson
- Success criteria, detailing how the learning objective can be achieved, should be clear so that children know when they have succeeded

### **How do we mark each subject?**

- In a clear handwriting style in accordance with the school's policy
- In agreement with the success criteria
- Using marking codes which are available in classrooms to help children and staff mark work (see Marking Appendices)

### **When do the children respond?**

Classroom time must be given to allow children to respond to marking and to make their improvements.

### **The core subjects**

All work should be marked before the next session.

**English** – one piece of work each week must be 'writing at length' where children can apply the skills they have learned; this will be marked with a constructive next step comment. In addition, one piece of writing must be assessed using the school's writing assessment system every two weeks.

**Mathematics** - at least one piece of work per child per week will be marked in detail in accordance with the focus, via a constructive comment and/or a comment about future learning.

**Science** – interactive comments will be used when marking investigative work if appropriate to the child, in order to enable children to develop their thinking skills with regards science work and their development of it.

Constructive comments will be used to encourage children to develop their scientific thinking and knowledge.

**IT** – Much of the work completed in IT does not need to be marked formally; it may require a verbal response and a sharing of ideas e.g. use of the projector to identify the learning achieved during the lesson, or edited work on walls. Upon completion of a unit of work, the teacher will assess the learning achieved and record on the school format.

### **Foundation subjects and RE**

**History/Geography/RE** – Work will be marked in accordance with the learning objective and success criteria set. Comments will be made at relevant points within a topic so that progress can be celebrated. A final comment should be used to sum up the child's overall learning in an area/topic. Children's progress should be recorded at agreed times on the school's assessment format.

**Art/DT/Music/PE/PSHE** – Although these subjects do not usually require formal marking, work within these subjects will be celebrated verbally, kinaesthetically and visually and this will inform assessment at the end of a unit.

### **Handwriting**

This should be in accordance with school policy at all times, but will only be commented on in marking if it falls below the expected standard for the child unless the focus of the session is handwriting.

## **Spelling and Grammar**

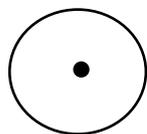
When writing, children are encouraged to use the resources available to check their spellings e.g. dictionaries or classroom prompts. Teachers will highlight spellings the child should know e.g. key words for year groups and provide feedback/next steps as appropriate. Children should also be encouraged to identify spellings they are unsure of via underlining and then checking via a spelling resource. In all other subjects, children should spell relevant vocabulary accurately and will this be marked accordingly. **Spelling resources should be available around the classroom for the children to access at all times. Subject specific vocabulary should be provided when needed e.g. via displays, on the interactive whiteboard.**

**Children will be given feedback on their punctuation and grammar skills following a grammar or punctuation focused session. In addition, when children are applying these skills across the curriculum, teachers will briefly comment on any specific strengths or weaknesses relating to their use of punctuation and grammar.**

## **Responsibility for Co-ordinating and Monitoring Marking.**

The Senior Management Team is responsible for monitoring the implementation of the policy. The policy will be reviewed every three years.

# What do the marks on your writing mean?



A full stop is missing.



A capital letter is missing.



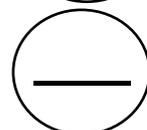
A question mark is missing.



An exclamation mark is missing.



Inverted commas are missing.



You have spelt this word incorrectly.



You have missed out a word here.

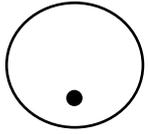


Please add a finger space.

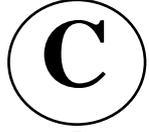


My teacher has talked to me about my work.

# What do the marks on your writing mean?



A full stop is missing.



A capital letter is missing.



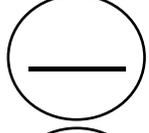
A question mark is missing.



An exclamation mark is missing.



Inverted commas are missing.



You have spelt this word incorrectly.



You have missed out a word here.



Please add a finger space.



My teacher has talked to me about my work.



A new paragraph needs to begin.

Key Stage 2

# Roseberry Letter Formation

i l t j

c o a d g q e

n h m r b p k

v w

u y

s x z f

A B C D E F G H I J K L M N

O P Q R S T U V W X Y Z

1 2 3 4 5 6 7 8 9 10

Jan 19 Adjustments