

Guilden Sutton Church of England Primary School



'Love and Justice for All'

'And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.'
Micah 6:8.

*through the teachings of Jesus all can flourish spiritually, emotionally and academically throughout life,
living out love and justice for all.*

Marking Policy 2023 - 2024

Staff member responsible	Mrs T. Rainford
Governor/Other responsible	Mr. Anthony Parker
Date of Policy	April 2024
Reviewed	Annually

Introduction:

At Guilden Sutton Church of England Primary School we ensure that the children get the maximum benefit from their education through an entitlement to regular feedback from staff. This enables them to understand their progress and achievement and inform them of what they need to do next to improve.

Marking is part of the assessment process which enables the quality of learning to be monitored and improved. The methods used for marking work will be applied consistently throughout the school.

Aims:

- To provide a consistency of approach throughout the school.
- To monitor, evaluate and review current stages of progress, and identify next steps for progress and improvement.
- To give children accurate feedback on their progress and achievement.
- To promote a positive self-image, and through this, encourage the children to value and take pride in their work.
- To indicate future teaching and learning requirements.
- To motivate children in the learning process by celebrating and rewarding achievement and progress.
- To provide evidence for assessment, recording and reporting.
- To assess pupils' understanding of the objectives taught.

Comments should be as constructive as possible and in a contrasting colour to the work being marked.

Check that marking requires some kind of response-R & R (Read and Respond which includes editing in order to up-level).

Possibly:

- **Response to action**
- **Response to question**
- **Response to further challenge**

Marking should be done with the child when possible.

The following codes should be used in your marking

Key Stage 1

Pink - I like something (tickled pink)

Green - Mistakes e.g. missing capitals spellings (green for growth)

~~~~~ - Introduce editing and incorrect spelling of a harder to read or spell words

^ – use at place where word(s) or phrase omitted

_____ - underline parts of words/words that need editing

• - incorrect answer

When appropriate, T (Teacher) or TA (Teaching Assistant) will be added to work to indicate the support given.

VF used to indicate that verbal feedback has been given.

Key Stage 2

When appropriate, green highlighter will be used to direct children to:

- Spelling mistakes
- Incorrect use of punctuation
- Omission of punctuation

// use at place where new paragraph is needed

^ use at place where word(s) or phrase omitted

[] words, sentences or paragraphs that need improvement-‘up- leveling.’

In Year 5/6:

Sp in margin and underline incorrect spelling children write correct spelling once at the bottom of the page

P in margin underline incorrect use or omission of punctuation

CL in margin underline incorrect use of or missing capital letters

// use at place where new paragraph is needed

^ use at place where word(s) or phrase omitted

[] words, sentences or paragraphs that need improvement-‘up- leveling.’

When appropriate, T (Teacher) or TA (Teaching Assistant) will be added to work to indicate the support given.

VF used to indicate that verbal feedback has been given.

Time should be made to look at marking as a class and ensure children follow advice.

Children should be given time to read and respond to their marking after that piece of work has been marked. Depth of R & R will vary according to year group. All editing/'up-leveling' to be completed using a purple polishing pencil/pen.

At KS2 children may take responsibility for marking their own work and their peers - under the supervision of the class teacher.

For incorrect answers in appropriate subjects, small dots will be used. Incorrect answers will be followed up by the teacher and the child will be encouraged to check again and rethink. Children will be rewarded for both effort and attainment.

Presentation of marking is important to set a good example to the children and to other colleagues.

Standards of marking should be consistently high across the curriculum and for homework.

Mathematics

The most important activity for teachers is the teaching itself, supported by the design and preparation of lessons. It should not be a routine expectation that next steps or targets be written into pupils' books. The next lesson should be designed to take into account of the next steps.

- In KS1 teachers are responsible for marking the pupils' work.
- In KS2 the pupils can mark their own work when appropriate, becoming more responsible for identifying the facts, strategies and concepts for themselves.
- A 'Can I' statement will be written at the start of each piece of work unless it interferes with their learning. At the end of the lesson the pupils will then self-assess their understanding.
- For small errors, it is enough to simply indicate where each error occurs (a dot is used).
- If errors demonstrate a lack of understanding, the teacher will take alternative courses of action. For a small number of pupils, the teacher will arrange appropriate interventions (recorded in intervention books). For a large number of pupils, the errors will be addressed in the next lesson.
- Children will be given further examples to address misconceptions or provided opportunities for additional challenges (when appropriate).
- When verbal interaction and dialogue between teachers and pupils has taken place on key ideas and concepts (including misconceptions and difficult points) VF will be written in the pupils' books.

Monitoring of the Policy

The Marking Policy will be monitored by the Senior Leadership Team, subject leaders and governors during learning walks and in book scrutinies.

Marking in all subjects

Subject	Self-assessment and teacher assessment using traffic lights						Comment in book					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
English	✓	✓	Self-Assessment	Self-Assessment	Self-Assessment	Self-Assessment	✓	✓	✓	✓	✓	✓
Maths	✓	✓	Self-Assessment	Self-Assessment	Self-Assessment	Self-Assessment	✓	✓	✓	✓	✓	✓
Science	✓	✓	Self-Assessment (Teacher Assessment – end of unit)	Self-Assessment (Teacher Assessment – end of unit)	Self-Assessment (Teacher Assessment – end of unit)	Self-Assessment (Teacher Assessment – end of unit)	✓	✓	✓	✓	✓	✓
History	✓	✓	Self-Assessment	Self-Assessment	Self-Assessment	Self-Assessment	✓	✓	✓	✓	✓	✓
Geography	✓	✓	Self-Assessment	Self-Assessment	Self-Assessment	Self-Assessment	✓	✓	✓	✓	✓	✓
RE	✓	✓	Self-Assessment (Teacher Assessment – end of unit)	Self-Assessment (Teacher Assessment – end of unit)	Self-Assessment (Teacher Assessment – end of unit)	Self-Assessment (Teacher Assessment – end of unit)	✓	✓	✓	✓	✓	✓
DT	Self-Assessment and Teacher Assessment	Self-Assessment and Teacher Assessment	Self-Assessment and Teacher Assessment	Self-Assessment and Teacher Assessment	Self-Assessment and Teacher Assessment	Self-Assessment and Teacher Assessment	✓	✓	✓	✓	✓	✓
Homework	–	–	–	–	–	–	✓	✓	✓	✓	✓	✓