



## **GLENMERE COMMUNITY PRIMARY SCHOOL**

### Marking policy

This policy gives guidance on the purpose, types and frequency of marking.

#### Aims

At Glenmere we believe marking should not only inform the teacher as to children's progress but enable the children to know what they need to do to improve their work. We believe the children should be involved in the assessment and marking of their own work too.

#### Purpose of Marking

- To inform the teacher of a child's progress and needs for future planning.
- To provide feedback to the child about current work.
- To demonstrate the value of a child's work.
- To allow for self assessment, where the child can recognize their difficulties and mistakes and encourage them to accept help and guidance from others.
  
- To enable children to know what they need to do to improve.

#### Effective Marking

All teachers will endeavour to do the following to ensure that marking is both effective and consistent:

- All work should have a clear Learning Objective, (this is often in the form of an I can..... statement as a title).
- Written comments will relate directly to the Learning Objective, children's targets or the success criteria.
- At least once a week a piece of Literacy and Numeracy will have extended marking that will include very clear Success Criteria and prompts (in Literacy, this will usually be the Big Write).
- Where Success Criteria is used, areas achieved will be highlighted.
- Different types of prompts will be used to illustrate ways to improve.
- Children will be given a regular time to respond to marking and make corrections or improvements.

## Guidance on Weekly Extended Marking

As mentioned above, at least once a week a piece of Literacy and Numeracy will have extended marking.

### Using Success Criteria

Success Criteria will be shared with the children. This will inform the children how to achieve the Learning Objective. In numeracy this will remind children of the method they are using. In literacy this will tell the children what they need to include in a piece of work. The Success Criteria will be shared during the lesson and will be printed out and put in their books. The teacher will highlight the aspects of the Success Criteria that have been achieved.

### Using Prompts

One of the following prompts will be used:

Example Prompt - for the child who has not achieved the learning objective.

Example in literacy might be: LO: To use adjectives

The man walked along the beach.

Comment: *Choose adjectives to describe the man and the beach. The \_\_\_\_\_ man walked along the \_\_\_\_\_ beach.*

*Old, ancient, tall, sandy, pebbly, wrinkled.*

For this type of prompt you will give them the structure and provide them with options to choose from.

Example in numeracy might be: LO: Add 9 to any 2 digit number

Comment: *Remember to add 10 to help you.*

$$E.g. 43 + 9 =$$

$$43 + 10 = 53 \text{ and } 53 - 1 = 52$$

Now you have a go at these:

$$77 + 9 =$$

$$45 + 9 =$$

$$77 + 10 = \underline{\quad} \underline{\quad} - 1 = \underline{\quad}$$

$$45 + 10 = \underline{\quad} \underline{\quad} - 1 = \underline{\quad}$$

Scaffolded Prompt- for the child who has achieved some of the learning objective but whose work is inconsistent.

Example in literacy might be: LO: To include descriptive language.

Katie was in the jungle and smelt a snake's breath.

Comment: *Tell me more about the snake, what did its breath smell of?*

Here, you are asking them a question to extend their work further.

Example in numeracy might be: LO: Add 9 to any 2 digit number

Comment: *Well done, but you sometimes added 1 instead of taking away. Let's look at 46 + 9 46 + 10 = 56 and 56 - 1 = 55*

Now you try doing the same with these:

$$59 + 9 = 78 + 9 =$$

Reminder or Developmental Prompt- for the more able child or one who has achieved the Learning Objective.

Example in literacy might be: LO: Write a character description.

Comment: *Tell me more about James and what he is like.*

This type of prompt just reminds them what you want them to do and asks for more detail.

Example in numeracy might be: LO: Add 9 to any 2 digit number.

Comment: *Well done, you can add 9 to a 2 digit number, now have a think about how you could add 19, 29, etc. to a 2 digit number.*

*Try these ones:  $65 + 19 =$      $49 + 29 =$*

### Guidance on General Marking

It is accepted that not every piece of work can be marked in great detail and discussed with every child, but every endeavour will be made to mark all pieces of work at some level. General marking might include the following:

- Short comments related to the Learning Objective.
- Ticks (particularly in numeracy).
- The symbol D indicating that the work has been discussed.
- Three stars and a wish (indicating three good things about the work and one thing that might improve the work).
- Peer assessment.
- Self assessment.

### Frequency of marking

- Marking may take place during the lesson, which allows for immediate feedback to an individual, group or whole class.
- Most work will be marked before the next lesson of that subject. However, in the case of long term project or topic work it may not be marked until the completion of that work.
- In Literacy, once a week a piece of work will be marked against the Success Criteria and prompts will be used in order to develop the child's learning. Time will then be given for the children to read the comments and respond.
- Staff will ensure that feedback/marking is provided on a regular basis in literacy and numeracy so that children can answer the following questions:
  - How have I done in that piece of work?
  - What do I have to do to correct or learn from my mistakes?
  - What is the next step I must take to learn and improve?

### Other subjects

In other subjects marking for improvement is only used when appropriate.

## Symbols

Symbols will be used on all pieces of work though it will be assumed in Key Stage 2 that work is independent unless the symbol S is used. All work in Key Stage 1 will have a symbol that makes clear whether the child has worked independently or not. At the end of a piece of work the following will be used:

I =Independent (unsupported) work.

S =Support from teacher or support staff.

D =Discussion of work has taken place.

ST = Supply Teacher