



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 'We are learning to..' statement as a title, which is stuck into books).
- 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 developmental marking that will include very clear prompts linked to the marking codes.
- The learning objective should reflect the success criteria, to enable progress within a unit to be evident.
- 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 Developmental Marking

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

Marking Broader Curriculum Books

Teachers will use a tick and parts of, or a whole triangle to state whether a child has achieved the objective or not.

Working Towards Objective 

Objective almost achieved 

Objective Achieved 

A copy of the marking criteria and meaning of the symbols are to be put in the front of the children's books.

Using Success Criteria

Success Criteria will be co-constructed with the children. These criteria will form the Learning Objectives, which will act as building blocks to achieve the overarching success criteria. 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 co-constructed with the children and will be shared on the working wall or stuck into books. These criteria can be added to as the unit progresses and can be interactive.

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. $43 + 9 =$

$43 + 10 = 53$ and $53 - 1 = 52$

Now you have a go at these:

$$77 + 9 =$$

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

$$45 + 9 =$$

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

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: $65 + 19 =$ $49 + 29 =$

Daily Marking / Weekly Marking and 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 endeavor will be made to mark all pieces of work at some level.

Marking at Glenmere focuses on 3 elements;

- 'In the moment marking' which is direct feedback from teacher to pupil DURING the lessons will be indicated in blue pen.
- Developmental marking (green pen), which is given often in written form by teachers at the end of the lesson, based on that specific piece of work, will be responded to in purple pen.
- Peer feedback, whereby pupils work together, editing each-others work, based on the specific foci, this will be written, by the child the work belongs to, in purple pen, with the 'peer' child's initials.

CODES

There are codes written or printed into books, which will inform the children the changes they need to make to that specific piece of work. Staff will then highlight which one is relevant to the individual child. In Key Stage One, staff will use group

work to complete corrections with the children. In Key Stage Two, children will be given regular opportunities to respond. Include a positive comment on these labels.

E.g.

Well done, you have used 'Time' adverbials well in this piece of work.

- 1) Go back and add commas to your fronted adverbials.
- 2) Choose two adverbials to up-level your work.
- 3) Identify 4 spellings and use a dictionary to check and amend.
- 4) Re-write a sentence to include the three different types of fronted adverbials.

Example: **On a dark night, in the forest, silently.....**

PENS FOR MARKING

- **Green pen** will be used for teacher's comments.
- **Purple pen** will indicate a child's response.
- **Blue pen** will indicate responses to 'In the Moment' marking.

Frequency of marking

- Marking may take place during the lesson, which allows for immediate feedback to an individual, group or whole class (signified by the child in blue pen).
- 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.
- 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?

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.

TS = Teacher Support
AS = Adult Support
ST = Supply Teacher

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