



## Wilkinson Primary School

### Marking Policy

Marking is an essential part of planning, teaching, learning and assessment. Teachers should follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other staff about individual progress.

#### Aims

1. To see if work has been completed.
2. To motivate children to; 'Be the best they can be.'
3. To make accurate assessment towards national curriculum objectives.
4. To deepen understanding and move learning on.
5. To identify clear next- steps feedback to pupils.
6. To inform teacher's planning.
7. To accelerate progress and 'close the gap.'
8. To recognise success and value achievement, presentation and effort.
9. To ensure that students know how they are progressing and what they need to do next.

Wilkinson Primary School expect that marking and feedback:

1. Is constructive and relates to needs, attainment and ability.
2. Is related to specific targets and lesson objectives which should be made clear at the start of each lesson. Staff will write L.O. on the whiteboard and make the learning objective clear for each lesson. The children will write the learning objective at the top of their work.
3. Provides pupils with opportunities to assess their own work and that of others e.g. Paired work  
Use of self – assessment: - Yr 1 = thumbs up/down, Yr 2/3 = Traffic Lights, Year 4/5/6 = Traffic Lights & Comments. Child expected to complete next step tasks where necessary.
4. Is positive and constructive with appropriate praise given e.g. teachers are free to use appropriate stars, stickers, certificates to praise and encourage pupils. Head teacher's awards given for exceptional work by the pupil.
5. Encourages a dialogue between teacher and child, which helps next steps.

6. Allows for House Points to be used for good work, effort etc. and will generate team spirit through house colours.

Teachers should:

- Be selective in aspects they choose to comment upon.
- Comment on specific, positive aspects of the task, focus on next steps.
- Recognise effort as well as quality by linking effort to specific skills or understanding.
- Use information to adjust future learning plans.
- Concentrate on a group each session to mark in depth – remember feedback, both spoken and written is vital to the pupils (Core Subjects).

Pupils should:

- Be encouraged to comment on the work themselves before handing it to the teacher.
- Be praised when they focus their comments on the learning objectives for the task.
- Be given time to act on feedback they are given.

Everyone should ensure that:

- Practice is consistent and in line with the overall policy on Assessment, Recording and Reporting throughout the school.
- The Marking and Feedback Policy is reviewed and everyone has the chance to develop practice further.

Classroom Practice will be effective when:

1. We are clear about what pupils know, understand, can do, and what they need to do next in all areas of learning.
2. We ensure pupils know what they are learning, what they have achieved and how they can improve.
3. Assessment informs pace and next steps.
4. We focus on the response to the Learning objectives and criteria for success.
5. A range of strategies are used to support learning which includes spoken and written feedback.
6. Feedback is prompt and regular
7. Pupils are directly involved.
8. Teaching is modified, as appropriate.

### Marking Codes

1. All pupil's parents are able to access the policy on the website of marking codes. At the beginning of each term remind pupils of the code.
2. Give pupils time to read their marking comments and where appropriate respond.
3. Staff mark in green pen as long as it is in contrasting pen to text.

Use discretion when identifying incorrect spellings, too much coloured ink can be negative and off putting for the children. Set a work limit for specific year groups/abilities.

Sp Key spellings are identified and corrected by the teacher. Children may practice at the bottom of their work.

(in margin) - // new paragraph identified in text

^ - letters or words missing

? - ? doesn't make sense

X - incorrect, have another attempt from Year 1

O - circle where the mistake occurs, particularly in Mathematics and to highlight incorrect punctuation

1hp - House point awarded

I - Independent

- Next steps

S - Supported

GR - Guided reading

Blue Line - a SPAG element to correct

**X** - an area where re-drafting is required

Foundation Marking  
Annotations – L.H/R.H = left/right hand

CH = correct hold

WHG = whole hand grip

PG = pincer grip

Ticks, ink stamps, smiley faces

Comments related to objective shared verbally at the time recorded on assessment sheet training towards targets.

### General Guidelines

1. Marking is carried out with the individual pupil/completion of work wherever possible.
2. Marking should include written and verbal feedback.
3. Comments to be relevant to lesson objective and to encourage, motivate and acknowledge achievement or to point out where greater effort is required.
4. Marking to identify future targets next steps.
5. Homework is marked as rigorously as class work.
6. Dating work depending on ability to be written by staff or pupils. Pupils to write date in FULL, except in Mathematics, e.g. 01.01.19.
7. To support pupil's spelling, encourage 'try book' making use of word book, RML skills & resources
8. Children should be given time and encouraged to read comments when books are returned.
9. Encourage Self-Marking as in R.M.L where partners are used.

### Presentation of Work

Whenever we do a piece of work we are going to:

1. Write the date
2. Write the title / learning objective
3. Check our work –e.g. spellings and punctuation.
4. Make sure our work makes sense.
5. If a mistake is made, put a x by the mistake; do not cross out.
6. Handwriting – using lead - ins or joins.

### Management

#### Role of Class Teacher

Each class teacher is responsible for implementing policy and making sure all pupils know about the marking process.

It is important to encourage pupils to undertake their own self-evaluation across the school.

#### Role of the Co-ordinator

Systematic book trawls and lesson observations are an essential part of the overview and knowledge of the school's progress in their subject.

Date Reviewed: Nov 2022

Date of next Review: Nov 2024