

# Birchgrove Primary School



**Where every child is a star!**

**Marking Policy**

**Chair of Governors Mrs Christine Salter  
Headteacher Mrs S Morgan**

# **Birchgrove Primary School**

## **Marking Policy**

### **Rationale**

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress. Evidence of our response to children's work can be found recorded in books and on display, but much of Foundation Phase work is practical and much response is verbal. A great deal of verbal praise is given. We use our judgement as professionals in a constructive way when working with young learners to take them forward.

We believe that the most effective way of marking for all pupils is through dialogue.

### **Aims**

- To assist learning
- To provide information for assessment
- To encourage, motivate, support and promote positive attitudes
- To inform planning
- To promote higher standards
- To correct errors and clear up misunderstandings
- To recognise achievement, presentation and effort
- To provide constructive feedback
- To show pupils that we value their work
- To allow pupils to reflect on their past performances and to set new targets together with the teacher

## Objectives

At Birchgrove marking:

- Is positive and constructive, looking for strengths before identifying weaknesses
- Is related to needs, attainment and ability
- Is related to specific targets and learning objectives which are shared and made clear to the pupils in advance
- Follows consistent practice throughout the school
- Ensures that pupils know how well they are doing and what they need to improve to make further progress
- Provides pupils with opportunities to assess their own work and that of others
- Sets targets for children to ensure pupil motivation and involvement in progress
- Encourages a dialogue between teacher and child

## Guidelines

- Work is marked as quickly as possible, i.e. same day or next day
- There may be times when it is appropriate for a T.A. to annotate work
- The level of assistance given will be indicated at the end of a piece of work
- Marking should be completed in red pen in a neat and legible style of handwriting. Teachers should be modelling good practice at all times
- Care is always taken to preserve the integrity of pupils' work
- Marking includes verbal and written feedback
- Marking can sometimes be done in the classroom with the child or a group
- Talking partners - children are encouraged to evaluate their own and other's achievement's against the learning objective, in verbal or written form.

- Responding to teachers' comments is a skill and children will be taught how to reflect on these and respond to them.

## Planning and Assessment

Marking informs planning and provides information for assessment.

Corrections support the child's learning and we remember that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers use their professional judgment when deciding how many corrections to mark.

Marking is for the direct benefit and improvement of the children's work.

Marking is therefore undertaken by the teacher to inform the child of the progress they are making and targets they need to work towards.

### Agreed Code

Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful.

A copy of the marking symbols (Appendix 1) is stuck in to the front of every pupils' book.

Comments are written whenever possible, giving targets for future work.

All pieces of work are to be initialled unless you are the class teacher.

Spelling Errors - from Year 1 onwards, an appropriate number of errors (at the teacher's discretion) will be written below the piece of work and opportunities for learning these spellings will be provided.

### Key Stage 2

^ Omission

// Start new paragraph

X Incorrect (if a whole page is wrong e.g. maths then the teacher would stop marking and speak to the child)

? This doesn't make sense

- Child rules a line through a word if it is a mistake

. Missed full stop

Ⓣ - Target

### Foundation Phase

Ⓢ work completed independently

Ⓢ with support

⊙TA completed with teaching assistant

⊙VF Verbal feedback

⊙T Target

All pieces of work (in Foundation Phase and Key Stage 2) will have a learning objective and the following assessment symbols are used to mark accordingly:

⊘ Objective attempted but not achieved

⊗ Objective achieved

⊗⊗ Objective exceeded

Time is given to pupils to reflect upon marking to ensure that they benefit from it. They are also given the opportunity to discuss their work with the teacher.

Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children about their progress.

## **Review**

It is the responsibility of each class teacher to implement this policy and ensure consistency across year groups and Key Stage/Phase. Marking procedures will be monitored as part of the curriculum leaders' general monitoring role.

This policy will be reviewed annually by the Assessment Coordinator. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body sub-committee.

## Appendix 1

### Birchgrove Primary School Marking Codes

All pieces of work need a L.O. and use of assessment symbols

⊘ Objective attempted but not achieved

⊗ Objective achieved

⊗⊗ Objective exceeded

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Ⓢ work completed independently

Ⓢ with support

ⓈA completed with teaching assistant

ⓈF Verbal feedback

Ⓢ Target

All supplies and HLTAs/ TAs - need to date and initial all pieces of work they have taught or supported