

# Holy Trinity Rosehill VA CE Primary School



## Marking Policy

Date: May 2017

Review Date: September 2017

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## Marking Policy

### MISSION STATEMENT

At Holy Trinity Rosehill VA CE Primary School:

- Love God
- Love Learning
- Love Each Other

### SCHOOL ETHOS STATEMENT

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian and British values through the experience it offers to all its pupils.

### INTRODUCTION AND RATIONALE

Marking celebrates achievements linked to the Learning Objective and where appropriate, highlights next steps. Marking should provide constructive feedback to every child. It should enable children to become reflective learners and help them to close the gap between current and desired performance. There is evidence that children respond to comments and marking directly impacts on progress.

### SCHOOL AIMS

- Give high priority to the spiritual development of pupils, enabling them to develop attitudes of mutual respect and responsibility and to realise their full potential.
- Foster a sympathetic understanding of the Christian faith whilst exerting no pressure to believe.
- Encourage strong links between school, home and church and prepare pupils for life in the wider community.
- Encourage respect for other people's property, the school and the local surroundings.

- Provide an intellectually stimulating environment where children will develop a positive attitude to learning.
- Make learning fun.
- Create a strong ethos where children can achieve their potential.
- develop pupil's self-confidence and raise their self-esteem so they will learn to work with independence and self-discipline.
- Provide a warm friendly atmosphere where children gain respect and tolerance of, and show a caring attitude for others.
- Show a caring attitude towards all children and adults concerned with the school.

## **POLICY OBJECTIVES**

Marking should:

- Have value and meaning to the children
- Move learning on
- Be manageable for teachers

## **AIMS**

- Relate to Learning Objectives which need to be shared with children (WALT and SUCCESS CRITERIA).
- Involve all adults working with children in the classroom.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Respond to individual learning needs, marking face to face with some and at a distance for others.
- Inform future planning.
- Be accessible to children.
- Use a consistent approach throughout the school.
- Encourage and teach children to self-mark when appropriate.
- Provide feedback to pupils as we talk about their work promptly and regularly.
- Feedback may be both oral and written.
- Provide opportunities to assess their own and each other's work and give feedback.
- Ensure that pupils understand their achievements and know what they need to do next to make progress.

ALL written work is marked against the school's marking codes. (See Appendices)

### **Learning Objectives**

Learning objectives, when used, will help teachers and children to see the destination and chart the voyage. Great learning intentions can provide challenge, foster grit and determination, develop higher order thinking through good modelling and scaffolding and encourage us all to aim for excellence.

#### **They are:**

- Clear to children.
- Lead to a shared understanding of success criteria.
- Transparent - show how tasks relate to learning intentions.
- Inclusive of all children.
- Appropriately challenging.
- Referred to - to help children chart their "journey".
- Build in mechanisms for knowing that learning has been achieved.

### **STRATEGIES**

#### **General marking across all subjects and key stages**

- All classroom based staff will mark in green pen.
- All supply teachers and students will mark in black pen and add initials.
- WALT to be used in all subjects consistently.
- When work has a title it must be underlined.
- Generally rubbers not to be used. Errors are crossed out with a single line, using a ruler.
- When indicating praise and effort, stamps and stickers can be used.

#### **Marking in the Early Years**

- All work is dated.
- WALT for every piece of work - keep it simple and clear for the children - we are learning to..... Not the activity but the learning. This will lead to a shared understanding of success criteria.
- The following codes are used:
  - I = independent
  - S = supported
  - C = correction
  - V = verbal feedback
  - CI = child initiated
- To indicate that the learning has been achieved the WALT will be highlighted by the teacher:

- Green if achieved
- Amber if partly achieved
- Pink if not achieved
- Marking informs next steps for learning as well as planning and adjusting planning.
- When indicating praise and effort, stickers and dojos can be used.

### **Marking Maths (key stage 1 and 2)**

- Work dated with short date written by the child. (Y1 - Y6)
- WALT for every piece of work - keep it simple - we are learning to.....  
Not the activity but the learning. E.g. WALT find 100 more or less than a given number.
- Marking - ticks for correct work, dot for a correction which is then marked with  $\sqrt{c}$  to show correction has been addressed.
- Allow time for children to address these either alongside or at the end of the piece of work.
- Verbal feedback indicated with V.
- Written feedback - child must have opportunity to act upon it.
- Marking codes applied to number reversals.
- Children to indicate alongside the WALT a red, orange or green dot to show:
  - Green = I have understood the learning and am confident.
  - Orange = I feel I require some more support to secure the learning.
  - Red = I found this challenging and need further teaching so that I understand.
- To indicate that the learning has been achieved the WALT will be highlighted by the teacher.
- Clear Success Criteria using 'marking ladders' to be used once per each unit taught. These allow children to be involved in assessing their own achievements in mathematics and enable the teacher to quality mark against the given success criteria.

### **Marking English and Science (key stage 1 and 2)**

- Work dated with full date written by the child. (Y1 - Y6) In the event a child is unable to write the date, it will be written by the teacher.
- WALT for every piece of work - keep it simple - we are learning to.....  
Not the activity but the learning. E.g. WALT use expanded noun phrases.
- Marking - use English marking codes (See Appendices)
- Zero tolerance on capital letters and full stops.
- Marking - ticks for correct work, dot for a correction which is then marked with  $\sqrt{c}$  to show correction has been addressed.

- Allow time for children to address these either alongside or at the end of the piece of work.
- Verbal feedback indicated with V.
- Written feedback - must give child opportunity to act on it.
- Marking informs next steps for learning as well as planning and adjusting planning.
- Children to indicate alongside the WALT a red, orange or green dot to show:
  - Green = I have understood the learning and am confident.
  - Orange = I feel I require some more support to secure the learning.
  - Red = I found this challenging and need further teaching so that I understand.
- To indicate that the learning has been achieved the WALT will be highlighted by the teacher.

### **Marking Extended Writing (key stage 1 and 2)**

- Work dated with full date written by the child. (Y1 - Y6) In the event a child is unable to write the date, it will be written by the teacher.
- WALT for every piece of work - keep it simple - we are learning to..... Not the activity but the learning. E.g. WALT use expanded noun phrases.
- Marking - use English marking codes (See Appendices)
- Zero tolerance on capital letters and full stops.
- Ticks to be used within written work for excellent word choice, correct use of punctuation.
- Verbal feedback indicated with V.
- Marking informs next steps for learning as well as planning and adjusting planning.
- Clear Success Criteria using 'marking ladders' to be used for every piece of extended writing. These allow children to be involved in assessing their own achievements in mathematics and enable the teacher to quality mark against the given success criteria.
- Plan opportunities for acting upon areas for improvement.

### **Marking Foundation subjects**

- Work dated with full date written by the child. (Y1 - Y6) In the event a child is unable to write the date, it will be written by the teacher.
- WALT for every piece of work - keep it simple - we are learning to..... Not the activity but the learning. E.g. WALT use expanded noun phrases.
- Marking - use English marking codes (See Appendices)
- Zero tolerance on capital letters and full stops.

- Marking - ticks for correct work, dot for a correction which is then marked with  $\sqrt{c}$  to show correction has been addressed.
- Allow time for children to address these either alongside or at the end of the piece of work.
- Verbal feedback indicated with V.
- Written feedback - must give child opportunity to act on it.
- Marking informs next steps for learning as well as planning and adjusting planning.
- Children to indicate alongside the WALT a red, orange or green dot to show:
  - Green = I have understood the learning and am confident.
  - Orange = I feel I require some more support to secure the learning.
- Red = I found this challenging and need further teaching so that I understand.
- To indicate that the learning has been achieved the WALT will be ticked by the teacher.

### **COMMUNICATION WITH PARENTS**

The marking policy is available to parents via the school website and parents are encouraged to look at their children's books during parent consultation evenings.

### **ROLE OF CO-ORDINATOR - MONITORING AND EVALUATION**

- Subject leaders and or SLMT will conduct regular book scrutines to ensure
  - marking directly impacts on pupil progress.
  - consistency in the teacher's marking across Key Stages and between years.
  - evidence of pupils responding to marking and taking more responsibility for their own improvement.

## KS1 Marking Symbols

Text Mark	Meaning
_____	Incorrect spelling. Find the correct spelling and write it down. Encourage the use of key word mats/banks and dictionaries. Teacher may write correct spelling for a child to copy.
<span style="border: 1px solid green; border-radius: 50%; padding: 2px;">went</span>	Write a better word, e.g. scurried
//	New paragraph needed
P	Punctuation error - . , ! ... : ; Write P in margin next to sentence for children to correct, especially if it's the punctuation mark(s) you are currently teaching. Teacher may add correct punctuation for children.
joe beDDing	Highlight incorrect use of letters. Children must correct them before starting their new work.
1 + ɒ = 7	Highlight number reversals. Children must correct them before starting their new work.
	Expression lacks clarity or is awkward; rephrasing is required.
I	Independent work
S	Supported work
C	Copied work
V	Verbal feedback

**Zero tolerance** on capital letters and number reversals in all work books, including **titles and headings**. Train children to automatically check their previous work and correct reversals by writing the letter or number correctly next to the highlighted mark, or rewrite the word in the margin.

## KS2 Marking Symbols

Text Mark (in margin)	Meaning
S	Incorrect spelling. Find the correct spelling and write it down. Encourage the use of key word mats/banks and dictionaries.
G	Expression lacks clarity or is awkward; rephrasing is required. Write G in margin next to sentence for children to correct.
P	Punctuation error - . , ! ... : ; Write P in margin next to sentence for children to correct, especially if it's the punctuation mark(s) you are currently teaching.
//	New paragraph needed
joe beDDing	Highlight incorrect use of letters. Children must correct them before starting their new work.
1 + 7 = 7	Highlight number reversals. Children must correct them before starting their new work.
I	Independent work
S	Supported work
C	Copied work
V	Verbal feedback

Children in lower KS2 will gradually progress to this marking policy, based on the judgement of the class teacher.

