



# Pott Shrigley Church School Marking Policy

September 2018

Policy effective from: September 2018

We believe that marking should inform children of their achievements and provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria where appropriate. We aim to provide a system of marking that is consistent and progressive, across each stage within our school, which informs and influences our planning and which enhances children's learning.

## **Aims:**

### **Effective marking should:**

- Give feedback to children, inform them of their achievements and the next steps in their learning
- Relate to learning objectives for each lesson and to success criteria in English and Maths lessons.
- Inform children whether they have met the learning objective.
- Help teachers evaluate teaching and inform future planning and next steps in learning – assessment for learning.
- Show consistent codes and procedures throughout the school.

## **Basic Marking:**

The learning objective and date will be at the top of all pieces of work. For Maths the date will be displayed numerically and in English the full date should be used. The learning objective where possible should be a question starting 'Can I...?'. For EYFS and some transitional year 1 marking, please refer to EYFS policy.

Basic marking **could** include one or some of the following:

- Verbal comments or oral feedback during the lesson shown as a (V) next to the piece of work when given.
- Learning objective (LO) highlighted to show whether it has been appropriately met as follows: pink = LO achieved, green = working towards the LO but more practise required.
- Self-marking and teacher marking for maths in KS2.
- Self, peer and simple marking for all subjects in KS2 where appropriate.
- In KS2, some examples of mistakes in writing (highlighted) and maths shown by marking **must be** corrected by the children in blue pen before or during following session. **The children must be given time to absorb their next steps and act upon the feedback.**

- In KS2 a selection of capital letters and full stops must be picked up by the teacher; children must copy out the entire word above the mistake in blue pen.
- If children have worked with support from a teacher or teaching assistant this will be indicated by (S). EYFS will indicate independent learning with (I), supported learning with an (S).
- Teacher will mark using pink pen for positive comments and green pen for target areas – *tickled pink and green for growth*. Staff will model cursive handwriting in their marking comments.
- Teacher will use their professional judgement when marking the children's spellings. In KS2, high frequency words should be picked up and underlined with a squiggly line e.g. whitch. Children will correct these spellings in blue pen. In KS1, teachers highlight one high frequency word and children correct using a blue crayon in Y1 moving towards blue pen in Y2 once they are ready..

### **Diagnostic Marking KS2**

- Marking will be detailed, relevant and clear.
- For years 2 and 6, spelling mistakes will need to be highlighted in the margin, working towards the standards required for self-correction at the end of both key stages.
- The teacher will tick the appropriate boxes on success criteria/checklist if used, to help the child understand the features of the text type and what they have accomplished.
- The teacher will put the next steps in child friendly language. Teachers will use the next step symbol to show children what they must do to improve.
- KS2 children should respond to feedback in blue pen and rewrite any sections highlighted in green according to the next steps they have been given.

### **KS1 Marking**

- Some high frequency words and basic punctuation will be highlighted for correction.
- By the end of KS1 children will write out some high frequency words they have misspelt.
- In year 2, opportunities to improve their writing will be identified using a highlighter, as and when appropriate.

Homework will be marked weekly where appropriate.

This policy was discussed and agreed by teaching staff on 12.9.2018