

ST. HELENS PRIMARY SCHOOL

ST HELENS PRIMARY SCHOOL MARKING POLICY

PURPOSE

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently across the school.

RATIONALE

It is important to acknowledge children's effort and attainment plus provide constructive feedback. Marking will enable staff to assess children's performance against stated learning objectives and encourage them to be reflective learners who can close the gap between what they can currently do and what we would like them to be able to do.

GENERAL PRINCIPLES

Marking and feedback should:

- be marked in accordance with this policy.
- be manageable for teachers and accessible to children
- relate to the learning objective/success criteria and comment on previous attainment within the context of the learning objective /success criteria.
- involve all adults working with the children in the classroom.
- give recognition and praise for achievement and clear strategies for improvement.
- allow specific time for children to read, reflect and respond to marking.
- respond to individual learning needs: e.g. marking face to face with some and at a distance with others.
- inform future planning and group target setting.

- use consistent codes across the school.

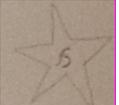
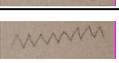
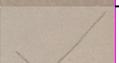
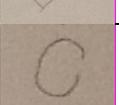
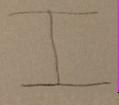
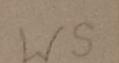
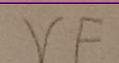
HOW WE MARK CHILDREN'S WORK

EARLY YEARS FOUNDATION STAGE

Children of all ages need oral feedback, but this is particularly important in the EYFS where children are less likely to be able to read a written comment. Marking should take place with the child and particularly good work should be praised and rewarded appropriately. The EYFS profile will be shared with the children and parents and discussion about progress will take place at an appropriate level.

KEY STAGE ONE

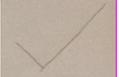
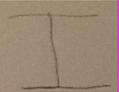
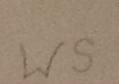
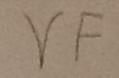
Teachers will decide if it is appropriate for work to simply be acknowledged or given detailed attention and quality marked. Quality marking will take place on substantial pieces of work, and is marked away from the child. Teachers will focus on successes against the learning objective and improvement needs. It is intended to 'close the gap' between what children have achieved and what they need to achieve. The following marks will be used:

	Smiley face - good effort
	Star with a 's' inside - denotes a sticker has been earned.
	Denotes an incorrect spelling
	Denotes a mathematical error that needs correcting
	Tick correct
	C denotes a correction.
	Star with a 't' inside means the child has achieved their target
	I = independent
	WS = with support
	VF = verbal feedback

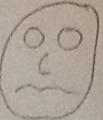
Exemplary written work will be highlighted in pink, 'tickled pink' to show children when they have achieved a high level of work. Sometimes a spelling will be underlined and a spelling task will be placed at the bottom of the child's work. For example: children could fill in the incorrect letter in the word, or pick the correctly spelt word out from a list. Peer assessed work will be completed in a blue coloured pen and self assessed work will be completed in a green pen.

KEY STAGE TWO

Teachers will use the same system for marking as Key Stage One. Symbols will be as follows:

	Smiley face - good effort
	Star with a 's' inside - denotes a sticker has been earned.
	Denotes an incorrect spelling
	Denotes a mathematical error that needs correcting
	Tick - correct
	C denotes a correction.
	Star with a 't' inside means the child has achieved their target
	I = independent
	WS = with support
	VF = verbal feedback
	Star with a 'm' inside means a child has earned a merit (yrs 5-6)

Children will use the Traffic Light System in Numeracy to indicate how challenging their task has been. This will tie in with the Successful Learning 'emotion fans'. The symbols are as follows:

	This is too easy I need more of a challenge.
	I need help
	I didn't understand.

The teacher will annotate the work to say if they agree with the child's assessment or not and use it to plan future tasks.

Exemplary written work will be highlighted in pink, 'tickled pink' to show children when they have achieved a high level of work. KS2 children will know the success criteria for each task and marking will reflect this criterion.

Sometimes a spelling will be underlined and a spelling task will be placed at the bottom of the child's work. For example: children could fill in the incorrect letter in the word, or pick the correctly spelt word out from a list. Peer assessed work will be completed in a blue coloured pen and self assessed work will be completed in a green pen.

In numeracy feedback the children will be given a positive comment in relation to learning objective and also a task to broaden and extend their learning in a different context. Please see attached sheet for examples.

Children will be given time to respond to all marking through planned opportunities, which take place on a daily basis. Good practise will take the form of a dialogue between pupils and teacher.

This policy was reviewed on 15th June 2015