



Chad Vale Primary School Marking Policy 2009

When marking children's work should always be marked against the lesson objectives and be constructive and consistent. Through our marking the children will be informed on ways in which to improve their work and we as teachers will be able to make judgements as to how well the children are achieving against our objectives. This, for the children, will encourage even greater efforts resulting in progress. For teachers marking becomes integral to the record keeping systems within the assessment policy. It is particularly crucial when the planning and marking are the key formative process.

As the children's ability and confidence increases the objectives of marking will change reflecting the challenges needed to achieve a higher level of skill in writing.

It is important that across the Key Stages the symbols used are consistent and recognisable by the children. The symbols key should be clearly displayed in the classroom.

NB. Much of the following refers to written work. However, this is not an 'English' marking policy. The points apply to all subjects at all times.

The following symbols have been agreed upon after staff discussion:

1. Mistaek - Underline a spelling mistake. Suitable for all established writers. Strategies for improving spellings will be dealt with in the English policy. It will same mistake is made many times, and targeting common words could be focused upon.
2. Highlighting of evidence in a piece of work where a child has met the Success Criteria or achieved the objective.
3. ^ To indicate a word has been missed out (agreed for both Key Stages)
4. | To indicate a new sentence is needed (Levels 2 and above)
5. © To indicate a capital letter is needed, e.g. titles and names. (Levels 2 and above).
6. P In the margin to indicate incorrect or missing punctuation, e.g. ? (Levels 3 and above).

7. Wavy underline to accompany a circled question mark indicates, "Does this make sense?" (Levels 3 and above).
8. '||'- Indicates new paragraph is needed. (Levels 4 and above).
9. [] -Indicates a piece of the writing needs to be moved to or added here. (Agreed for both key stages.)
10. * (or star) - objective reached
11. Triangle – objective not met.
12. Arrow – working towards objective.
13. In Key Stage One – 'LO' followed by a tick indicates objective met.

In mathematics all work is to be marked with ticks when correct and a dot for incorrect answers, thus giving the opportunity for the child to 'try again'.

Test Marking

Use this method below, unless a different method is required by the marking scheme of the test:

1 or 2	Mark
O	Incorrect
\	No attempt made

Written Comments

Comments should fairly reflect the lessons learning objectives. Any written comments must be appropriate to the reading level and understanding of the child. Comment on aspects of presentation, spelling, and neatness should always be a focus of the marking ('tidy work=tidy thinking').

It may be appropriate (particularly when the comment is part of the record for the teacher or to inform a parent) for teacher's comments to be beyond the children's reading comprehension; in this case it needs to be accompanied by a symbol, e.g. in Nursery and Reception smiley faces? Or neutral or sad faces?

Not every piece of work necessarily needs a written comment but children do enjoy reading them - it keeps them interested.

Some acceptable comments include:

This is promising....	Please try again....
Look carefully at....	Neatly done....
A very good attempt at....	You must speed up....
Well thought out....	Remember the objective was....
You might try this instead....	So, what might come next?
An informative letter....	Well done you've taken a lot of care
Remember....	You've improved....
Well set out and presented....	Please take more care with....
I can tell you've tried hard with....	Next lesson try....
Is this the correct inference to make?	What have you learnt about... ?
You didn't finish in the time you were given, because.....	

For older children or those who read well, longer comments can pick up in more detail about content and the style of work and can even lead to a written dialogue.

Sometimes the use of "post it" notes add a fun element, also children like stickers and stamps as a way of commenting on their work. Smiley faces/stars at key stage 1 are very effective.

Presentation / Learning Objectives

In Key Stage One, children will write their own dates and learning objectives with support if required from the Summer Term in Year 1 using the 'WALT' (We Are Learning To) acronym and 'WILF' (What I'm Looking For) to indicate the Success Criteria. The 'WILF' does not need recording by the children, but should be displayed and shared with the children at the beginning of the lesson, and referred to during the lesson. Appropriate 'Key Vocabulary' may also be recorded by the children if appropriate.

Children will continue to use WALT and WILF from Y2 Autumn Term, and be expected to complete these independently as soon as they are able.

Please also refer to Numeracy, Literacy and other curriculum policies. Presentation contrary to policy may be commented on.

Where children are absent from a lesson this should be recorded in their books by writing the date and learning objective missed, followed by 'absent'.

Methods of Marking

1. *With the child* - this is clearly desirable and should be done whenever possible. Try to distribute your time fairly by targeting a particular group of children for each week for one to one attention.

2. *Peer Assessment* - encourage children to proof read by pairing them up to check each other's work. A list of points to consider should be visible in the classroom.
3. *Self marking* - all children must be encouraged to proof read and self correct before handing in any work.
4. *Oral Marking* - In plenary sessions groups of children's work may be marked orally. At Key Stage 2 it is appropriate to indicate such marking in the books e.g. "Marked orally" or "Marked in Plenary".
5. *Shared Marking* - A common strength/error is shared with the whole class following the relevant lesson.
6. *Targeted Marking* - good secure marking when done well is very effective, however, it can be very time consuming and it is therefore appropriate for teachers to mark more thoroughly groups of children they have targeted. Where this takes place there should be some indication that the teacher has looked at the other work a signature or initials of the teacher could do this.
7. *Selective Marking* – teachers may choose to mark particular sections of work only whilst marking, if this is indicated to the children during the introduction. E.g. 1st 4 lines of work, if the objective is creating a story opener, or the last four lines if the objective is linked with finishing stories.
8. *Assessment For Learning*- for further information on the above techniques, please refer to the Chad Vale AFL Handbook for Teachers. (appendix 1)

Children should be given time to respond to the marking of their work as appropriate / practicable either orally or with a written response in their book underneath the teacher comment.

Marking Implements

Marking needs to be visible to the children but should not overpower their own work. Rubbers are for artwork and should not be used within other curriculum areas. It is important that teachers see mistakes / errors so they can support in their correction. The method for corrections in all work outside of Art is a line drawn through the mistake with a ruler.

Policy Agreed by staff on: _____

Policy Agreed by Governors on: _____ June 2009