



Brookhill Leys Primary and Nursery School **Teaching and Learning Policy for Marking**

Introduction

The school policy for marking was developed and agreed by staff and has agreement of the Governing Body. The policy was approved by the Governing Body in Spring 2010

Rationale

Why do we Mark?

We mark to show children that we value their work and to motivate them, celebrating their success. We also mark to assess children's work, to identify problems and correct errors as necessary rather than making errors the focus. Finally we mark to point a way forward, and to help us to inform our planning and set targets for individual children. We share the criteria for marking with children. Research shows that provision of a mark or a level alone does not promote children's progress. Marking is one method by which we can provide feedback to the children about their work. Sharing the criteria for assessment and setting targets for improvement ensure a greater degree of success and forms a part of both teachers and teaching assistants regular practice.

We should always remember that the degree of maturity and the ability of the child will affect the form and nature of marking.

It is important that we have a consistent approach to how we mark children's work throughout the school, so children are familiar with the methods.

What do we mark and how?

- Teachers mark all subjects in black ink.
- Teaching assistants mark in green ink.
- Teachers on short-term supply to the school are to mark in red ink, to distinguish them from the class teacher.
- Symbols used for correcting work are consistent throughout the school. Please refer to *Appendix 1* for an overview of these.

English (Including Cross – Curricular writing)

For pieces of writing, especially the weekly extended pieces, we share the objectives for the writing with the children. The bubble and block form of feedback is used. (Symbols going alongside the writing approx the size shown below.



The bubble indicates the overall positive evaluative points and comments on motivation and effort



The block gives details of one or two targets for the next piece of writing that link directly to success criteria and pupil targets.

For other literacy work one tick indicates work has been read and a second tick shows it broadly meets the objective set. A comment may be written using bubble and block symbols to indicate where a child has done especially well, the degree of independence or how improvements can be made.

Spelling

When we choose to recognise an error we will ink 'Sp' beside the word and underline it. Either of the following three options may be then taken as appropriate to the current work, the word and the child's age and ability:

- Child corrects using a wordbank or dictionary, rewriting word or sentence.
- Teacher rewrites the word above the mistake.
- Where appropriate, the child will use a 'Look, Cover, Write, Check' strategy to correct that misconception.

It is not possible or effective to correct every word or sentence. We try to correct common patterns of misspelling and spellings we believe the children should know and spelling they are currently being taught.

Mathematics

All work is marked except for jottings. A circle around the reversed number, with the correct orientation at the side shows the number reversal to the children. Care must be taken how this is done with very young children or those with specific difficulties. In the case of computations, correct answers are ticked. It may be useful to ask children to show an example of how they might use the method taught and explain what they have learned to demonstrate their achievement of the objective. The teacher would then mark this rather than individual calculations.

In the Foundation Stage, Key Stage One and Key Stage Two an incorrect answer will have a dot at the side of it. However, a correct method with wrong answer through miscalculation may merit a tick for method and a comment.

The Class Teacher will then decide if time is to be spent correcting work or not depending on the concept involved. It may be more pertinent to use the bubble and block method of feedback and discussion about the mistake/s involved.

Bubble and block will be used, as in the English work to inform and set targets.

Marking of other subjects

All written work in any subject will be looked at and read by the teacher, indicated by one tick. A second tick (indicating objective achieved) or bubble and block comment is written depending upon the objective. Three ticks indicate that the objective has been fully met and exceeded. A great deal of marking, especially in practical subjects, takes place in the form of comments and discussion.

Oral responses to children's work

We should always be aware that our spoken response to children's work is a powerful form of feedback and marking. It is becoming of even greater importance as the National Primary Strategy helps us to focus on the ways in which children learn. We need to offer children evaluative comments on the extent to which they are achieving the objectives we set them and make positive comments on how well they are tackling problems and tasks.

When marking is done together with the child in this form a MWC will be placed in a circle alongside the work. (Marked with child)

Making our marking effective

Younger children are given oral feedback on marking, older children are given a short time (2-3 minutes) to read comments and think about the targets they need to work towards. Therefore it is vitally important that children of all ages and abilities have their marking and comments recorded as they can also have access to this. At the start of your daily guided sessions you may review marking from the previous lesson with the group.

How we involve the children

We are involving children to an increasing extent, sharing the criteria for the marking with them. Involvement is developed in several ways:

- The use of **Learning Objectives** and **Success Criteria** are used to communicate the focus and expected learning outcomes in any lesson
- All children have targets in Reading, Writing and Mathematics on an *at least* half termly basis.
- Learning targets can be written in their books or placed on tables so children and staff can refer to them frequently. All children's targets must be available.
- By inviting children to think of what it is they have to do in order to succeed (Rebecca, when you have finished the writing, how will you know if it is good? What will you be looking for?)
- By teaching children to be constructive critics of each others' work (critical friends)

Equal opportunities

At Brookhill Leys we ensure that all children have equal access to the curriculum regardless of race, colour, nationality, ethnic or national origin, sex, disability or age. All staff are aware of and actively promote equal opportunities.

Additional Educational Needs

Work is differentiated for groups and individuals and marked accordingly. Children with specific learning difficulties in English and Mathematics will have detailed individual learning targets, which will be found on their Individual Education Plans and Action Plans.

Teaching Assistants when providing support for AEN children, will mark work and feed back to teachers. (Teaching Assistants will support all children and the teacher will support AEN children equally.) Teachers will know the work carried out as they will have planned it and the AEN children will work **in** the classroom, included with the rest of the children.

Targeted pupils learning English as an Additional Language have specific targets to work towards. These are chosen by the Inclusion leader and class teacher together.

Marking and Assessment

Assessments are carried out throughout the school year, with Teacher Assessment, Termly assessments, half Termly unaided writing from Y1 to Y6, APP, Optional SATS and end of Key Stage SATs being used as the summative assessment points. Results are thoroughly analysed and individual pupil information is recorded using the Local Authority trackers. This data is collated and analysed by the assessment coordinator who will regularly update SLT on the progress across whole school in reading writing maths and science. Subject coordinators will also use this Termly assessment to monitor progress in their own subjects. The data is used to measure pupils against their expected rates of progress and allows targeted interventions, and informs changes needed to teaching assistant support where appropriate.

Involving Parents

It is important that we inform parents of our marking strategies. We do this by:

- Sending an explanatory letter home each year.
- Discussion at parents' consultation evenings.
- Having an open door policy where parents can come and see childrens work at any time during the year, by arrangement with the class teacher.
- Sharing the protocols with parents as part of the annual presentation on the tracking of pupil progress.

Staff Roles

Head Teacher and Senior Leadership Team

- To ensure marking is consistent throughout the school.
- To ensure that the Marking Policy of the school is being effectively implemented.
- To monitor the quality of marking.
- To ensure that adequate resources and training are available for development.
- To lead a whole school approach to marking and keep Governors, staff and parents well informed.

Governing Body

- To approve and monitor the Marking policy.
- To ensure that they are well informed about standards in Marking.
- To be familiar with the types of information gained from marking and assessment.

Key Stage Leaders and Senior Managers

- To set exemplar standards as examples in their own marking.
- To sample examples of marking throughout the key stage on a regular basis and report findings.
- To monitor and support teacher's marking and assessments of children's work throughout the key stage.
- Key Stage leaders will be expected to look at marking informally throughout their key stage on a weekly basis. (picking books up in classrooms, talking to staff and children, visiting every classroom regularly) Assistant Headteachers will ensure this is happening.
- To identify staff training needs for marking.

Class Teachers

- Have a thorough and up-to-date knowledge of the marking policy for the school.
- Have a presentation policy available in their planning folders for other staff in their classrooms.
- Use marking and assessment data to set targets and give children clear and constructive feedback.
- Develop an atmosphere in which children are motivated to learn from mistakes and targets given from marking.
- Challenge and support all children to do their best, reflecting individual children's needs in their marking
- Ensure that the marking criteria is displayed in class and that the children are familiar with it.

All staff working at Brookhill Leys agree to this policy.

This policy must be used consistently across the school by all adults.

Review

This policy will be reviewed in the Spring Term 2011.

Appendix 1. Overview of symbols used within marking

All Writing (Including Cross-Curricular)

√ A tick indicates that work is correct.

√√ A double tick to indicate that the objective has been **fully** met

√√√ Three ticks indicate that the objective has been fully met and exceeded.

The incorrect use of the verb to be will be corrected “we was were” ~~~~~ Magic line.

. Full stop needed.

once Capital letter needed.

I went to the House Lower case letter needed.

Sp in the margin or next to the word indicates a spelling error. We underline the word and write the correct spelling.

P in the margin indicates that there is some punctuation missing or that it has not been used correctly.

^ in the text indicates that there is a word missing.

? in the margin indicates that a part of the text does not make sense and requires editing or rewriting.

// in the text indicates that a new paragraph is required.

Th over an underlined word indicates that the writer needs to use a thesaurus to improve word quality



Use a 'smiley' face when the child's work has been adventurous beyond their normal standard (Wow word or Golden Line)

Don't insert missing letters in words that are spelt incorrectly. Write the whole word or letter string.

Mathematics

√ A tick indicates that work is correct.

√√ A double tick to indicate that the objective has been **fully** met

√√√ Three ticks indicate that the objective has been fully met and exceeded.

C A c written next to corrected work shows that the teacher has marked it as corrected work.

• An incorrect answer will have a dot at the side of it.

One digit in **one** square

Reversals of numbers will be circled and correct formation will be reinforced immediately where relevant to the age and stage.

MWC

In both Numeracy & Literacy this symbol indicates that the work has been 'Marked With Child'.