

William Gilpin CE VA Primary School

Policy for Marking

Aims and Objectives:

At William Gilpin CE VA School we believe that all children are entitled to regular and constructive feedback on their learning. Therefore all teachers, including supply and visiting teachers, will be asked to mark work and give feedback as an essential part of the assessment and learning process.

We aim to have a consistent approach to the marking symbols used by individual teachers so that children can begin to take more responsibility for responding to and learning from the feedback they receive. We therefore have school marking guidelines and a shared set of symbols (see attached). However, in addition to this, teachers use their professional judgement to take into account the age and needs of the children. It may not always be necessary, or appropriate, to mark every piece of work in detail.

We mark children's work and offer feedback in order to:

- Show that we value their work, and encourage them to do the same;
- Boost self-esteem and aspirations, through use of praise and encouragement;
- Give a clear general picture of how far they have come in their learning, and what the next steps are;
- Offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Share expectations;
- Gauge their understanding, and identify any misconceptions;
- Provide a basis for both formative assessment, that should inform future lesson-planning, and summative assessment, to inform individual tracking of progress.

Monitoring and Review:

This policy will be reviewed in the Autumn Term 2014 or in the light of new guidance.

Signed

Date:

Marking Guidelines

- Work will be marked regularly and in good time.
- Work may be teacher, pupil or peer marked.
- There is no requirement to use a particular colour.
- Red or Green pen may be used.
- Work will be marked with a focus on the learning objective and success criteria given.
- A tick will indicate where the learning objective, or aspects of it, has been met.
- A double tick will be used if it has been exceeded.
- It should give praise as well as guidance on something that could be improved or a target for next time.
- Some work – especially final pieces from a topic - may just be given positive comments.
- Sometimes teachers will simply initial the work to indicate it has been seen.
- House points, stamps and stickers may also be used to praise work.
- Teaching assistants and supply teachers will be asked to initial work as a minimum.
- Work completed during guided writing sessions will be marked with 'GW' and the adults initials.
- Children will mark work they have completed independently with an 'I', work that has needed help with 'H'.
- Where there is a lot of content work may be sample marked.


Marking Symbols

Key Stage 1

Spelling will be transcribed (written over the top) when necessary.

Common mis-spellings will form next weeks spelling list.

T Missed Capital Letters will be written over.

 Missed full stops will be circled.

KS2 guidelines will be followed when appropriate.

GW – Work was completed with an adult during guided reading.

I - Independent work.

H - Adult help was given.

- Work has met the objective set.

- Work has exceeded the expectations.

Key Stage 2


Sp - Spelling correction. Word may be given in the margin. If not the child is to find the correct spelling and write at the back of their Literacy book.

// - New paragraph needed here.

CL - Capital letter missed – may also be circled.

Fs - Full Stop missed or used incorrectly – may also be Circled.

Λ - Word (s) missing at this point.

 Confusing – sense could be improved.

Peer and self marking:

Work should be neatly marked.

Traffic lights are used to show how children feel about their own progress against the Learning objective.

Green – I have done what I was asked to and met the learning objective.

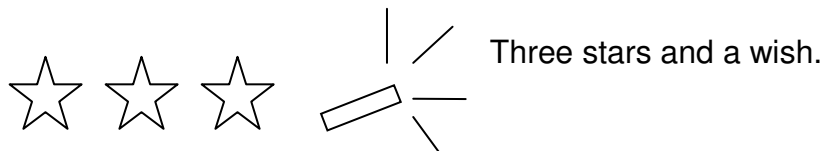
Yellow/Orange – I have done some of the things I was asked to do but need some more help.

Red - I have not met the objective.

Peer marking & response partners:

In pairs children read and give a verbal or written comment with reference to the success criteria given.

Children should record their initials or name.



Used by pupil or peers to show 2 or 3 goods aspects of the work and one thing that could be improved.