Palmers Cross Primary School

Marking Policy

Reviewed by L.Dollery Sept 2017

Palmers Cross Marking Guidelines

SYMBOL	STAFF INTERPRETATION
TA	This will be written underneath every piece of work, indicating who has taught and marked the work
TG	This indicates a group/child was heavily guided through the work
I	This indicates a group/child worked completely independently following the initial teaching
	If neither G nor I are indicated, it is assumed children were taught and then given the 'usual' level of support expected in a lesson, through mini plenaries, STL reminders, minor support etc.
S	Taught and marked by Supply Teacher
St	Taught and marked by a Student
p	Partner work
V	Verbal feedback given
✔	Work completed correctly
✔✔	Excellent example
.	Wrong answer/check again

Sp	A **maximum** of three incorrect spellings to be identified; common exception words or key words based on current phonics/ spelling programme KS1 - Children to copy each word 3 times under their work. • • • KS2 - Three spellings to be identified and <u>underlined</u> with an (sp). Children should use a dictionary to find correct each spelling and write out underneath their piece of work. NB for common exception words, if child is consistently making the same error, consider a different approach.
LO 😊	LO Met – a next step or gap task would be used to move the pupils learning on further when appropriate. May be a skill identified in the next lesson – date needed next to target once next step achieved.
LO 😐	LO - Getting There – a next step or gap task would be used to address misconception or error in the pupils work. Children to complete this activity before the next lesson. Teacher response needed when activity completed.
LO ☹	LO Not Met – re-teaching of learning to take place and pupil given opportunity to practice skill again. Marking to show how re-teach is taking place eg 'V', intervention.
*	Indicates a next step or gap task
?	Does this make sense?
⬭	Circle missing punctuation or grammar errors.

Marking Guidelines

- Work will be marked using a green pen, following the above codes.
- Feedback will be written and/or verbal and will focus firstly on the LO.
- Marking should identify the pupils' **strengths** (not just weaknesses!) and positive comments should be recorded.
- If the learning objective has been achieved then the marking will provide a 'next step' designed to move pupils learning forward. This should be a task that challenges the child's learning and provides them the opportunity to use and apply the skill.
- If it was not achieved marking will guide pupils through the misconception and provide reinforcement tasks (Gap task).
- Staff should use the Objectives from the new curriculum/development matters to identify areas for next steps.
- Marking, where possible, should be differentiated and appropriate for the ability and age of the pupils.
- Detailed marking should occur at least twice a week for each group
- There should be 'less ticks' but more thinking opportunities.

Examples of different marking types:
- A reminder prompt, how do you think…?'
- A scaffolded prompt, a direction/order, focused question, start a sentence
- An example prompt, pupils are given a choice of words/phrases they might choose

Examples of marking which could be used to offer challenge:
- Spot the mistake… (give example and let them work out what's incorrect)
- True or false? (Give calculation or sentence, encourage them to explain answer)
- What comes next? (number sequence, phonic pattern etc)
- Do, then explain.. (have a go then explain process or thoughts)
- Missing numbers… (Use skills to unpick problem)
- Always, sometimes, never? (explain and reason)
- Continue the pattern..(apply skills)
- Other possibilities could be…? (Give on example and pupils think of others)
- Convince me.. (Explain why they believe they have done work correctly)
- Missing symbols.. (Use skills to unpick problem)
- Odd one out… (maths, phonic/spelling, grammar)
- What do you notice? (explain and reason)
- Explain your thinking…
- What else do you know about…? (show knowledge)
- Top tips… (explain processes)
- The answer is…what is the question?

- Teachers will give pupils time to respond to marking and will remark children's responses, creating a dialogue where appropriate.

- Pupils will initial to say they have read the 'marking comments' even if no task to complete.
- 'Next steps' or 'gap' marking will not be given for every piece of work, but where teachers feel this is most appropriate.
- Pupils will be encouraged to self and peer assess through positive and next steps statements, linked to the LO.
  - RAG rating at the end of every piece of work - A traffic light system for self assessment. Children to write RAG at the bottom of their piece of work and circle the rating they feel is appropriate. R = I need help, A = I am getting there , G = I can do this.
  - Feedback sandwich – peer assessment. Children to make a good comment first, something that they could do to improve and then a final positive comment.
- Teachers' marking should act as a model for pupils' work (correct spelling, grammar and neat handwriting)

Pupils' confidence and self -esteem is enhanced through positive praise and individual staff/ year groups are free to use their own judgement over the systems used to reward pupils' achievements in-class such as stickers, stamps or raffle tickets.