

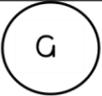
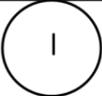
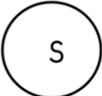
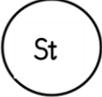


PALMERS CROSS
Primary School

Palmers Cross Marking Policy

**Reviewed by: R Wood
HOS: R Wood**

Last Review of Policy: September 2020

SYMBOL	STAFF INTERPRETATION
TA	This will be written underneath every piece of work, indicating who has taught and marked the work
	This indicates a group/child was heavily guided through the work
	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.
	Taught and marked by Supply Teacher
	Taught and marked by a Student
	Verbal feedback given
✓	Work completed correctly
✓✓	Excellent example
•	Wrong answer/check again
spelling <u>speling</u>	Incorrect spelling underlined and correct spelling written on top – only correct words that pupils are expected to know (eg HF words, spellings covered in phonics and additional lessons). Not all spellings will be corrected – the number of spellings to be corrected should reflect the child's capabilities.
LO 😊	LO Met
LO 😐	LO Getting There
LO 😞	LO Not Met
*	Indicates a next step

Pupil self and peer assessment

RAG rating Red, amber, green	At the end of each lesson pupils are encouraged to RAG rate their learning against the LO. Posters are in classrooms to refer to. Teachers will respond to the RAG rating where appropriate.
Feedback sandwich	Pupils provide verbal or written feedback to another pupil. A good comment, something to improve on and a good comment.

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, if it was not achieved marking will guide pupils through the misconception and provide reinforcement tasks.
- 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.
- Teachers will give pupils time to respond to marking and will remark children's responses, creating a dialogue where appropriate.
- '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 (RAG rating and use of a feedback sandwich) using through positive and next steps statements, linked to the LO.
- Teachers' marking should act as a model for pupils' work (correct spelling, grammar and neat handwriting)

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 re-mark children's responses, creating a dialogue where appropriate.
 - Pupils will initial to say they have read the 'marking comments' even if there is 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 using through positive and next steps statements, linked to the LO.
 - 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 sticker, stamps or house points.