Ashleigh Primary School

Marking

Policy

Reviewed: March 2020

Staff: March 2020

Approved by Governors: \_\_\_\_\_\_\_\_\_\_

Review date: March 2022

**British Values**

Through its curriculum, extra-curricular activities, teaching and learning this school will promote British values. By doing so, we will ensure that all learners understand the values that have traditionally underpinned British society. The teaching of these values will promote cohesiveness within our school and community. We will prepare pupils for life in England where the population has an increasingly rich diversity of backgrounds, origins, beliefs and cultures by promoting the values on which our society has been built. By teaching pupils these values we will help all to become good citizens of the United Kingdom of Great Britain and Northern Ireland.

**Race Equality and Racial Harassment**

Implicit in our policy for marking is a belief in race equality and everything will be done to promote this. We do not tolerate racial harassment. (Refer to School’s Race Equality and Racial Harassment Policies).

At Ashleigh School we will ensure that learners get the maximum benefit from their education through an entitlement to regular feedback from staff to enable them to understand their progress and achievement and what they need to do next to improve. The methods used for marking work will be applied consistently throughout the school and are linked to the policy on assessment, recording and reporting.

This policy aims to ensure high quality marking, feedback and organisation of work, throughout the school.

**1. Purposes**

The marking of children’s work serves many purposes in enhancing the learning process:

* it informs the pupil as to the standard of their work;
* it provides a positive self-image within the learners- it provides the opportunity for positive reinforcement to motivate the child through the use of positive comments, stickers and stamps;
* it communicates ways in which the work can be improved (next steps);
* it highlights mistakes, and assists correction of mistakes (fix-it);
* it forms part of the assessment process, informing the teacher and assisting the raising of pupils’ standards;
* it informs the planning process for new work.

**2. Guidelines**

* + Marking will provide clear feedback to learners of achievement and progress and will focus on the learning objective of the lesson which must be clear from the outcomes. KS2 children will write a short WALT at the beginning of each piece of work. Whenever possible, the WALT will be clear in the outcomes for EYFS/KS1 children (this may involve children writing a very short WALT, or the WALT/WILF being present on worksheets)

Staff to make reference to WALT (Learning Objective) in marking by using the following codes:

☺ - Learning Objective met

😐 - Working towards the Learning Objective

☹ - Learning Objective not met

* + It will identify successes and show pupils what they need to do next to improve.

Colour coded marking.

Red for success

Green for next steps.

* + There will, whenever possible, be an opportunity for the child to participate in this process so that there is a shared viewpoint. Fix-it time will be built into the timetable at least twice a week.
	+ Teachers will try to give feedback during lessons when pupils are present;
	+ Feedback, wherever possible, will be verbal (VF code or stamper in books)
	+ Provision shall be made for use of stickers/markers or appropriate drawings/stamps and other tangible rewards;
	+ Feedback to children will be timely, there is little point providing feedback to learners long after they have completed the set work. Work must never be given back to children without a response.
	+ KS2 children will have the opportunity to peer mark when appropriate. Children will be given guidance to ensure that this is positive and constructive. Only purple pen to be used by children when peer marking.

*Writing Implements*

The change from pencil to pen begins when the children are ready, all children having the opportunity to use a variety of writing implements. By Y5, most children should be using a blue pen.

The use of correction fluid is not allowed. The children correct mistakes by rubbing out pencil, or putting one straight line in pen and rewriting.

*In Foundation Stage and Key Stage One*, the children write in pencil and are encouraged to set out work carefully so that by the end of the Key Stage most children can set out work with the date, title, writing and drawings thoughtfully arranged.

*By the end of Key Stage Two*, more precision in the setting out of work is expected, so that by the end of the Key Stage most children are writing neatly in pen, the date and title are underlined with a ruler and a margin drawn with a ruler if necessary (DUMTUMS)

**Recording of work**

Work will be completed predominately in books which focus on that subject.

English: KS1 Assessed Writing folder, English folder

 KS2 Assessed Writing book, English book (yellow), Grammar book (light blue)

Maths: KS1 & 2 book and folder (red)

Science: R & Y1 folder, Y2-6 Science book (green)

History: KS1 folder

 KS2 book (grey)

Geography: KS1 folder

 KS2 book (brown)

MFL: KS2 book (blue) passed up each year

ART/DT: Red books

Computing: stored on server

PSHE: folder

All books and/or folders must be labelled properly by staff, showing name, class and subject.

**Basic Layout**

**English and other Written Work**

The layout of work clearly depends upon the stage of development of the individual child. We are working towards the following basic layout:-

Date (In words, e.g. Monday 2nd September)

In Reception and Y1 the short date can be used.

Title

Begin work

(Margin in pencil if necessary – question numbers in the margin)

Some children at KS1 and most at KS2 should be able to underline the date and title with a ruler.

DUMTUMS – Date, underline, miss a line, Title, underline, miss a line, start…

All work must be dated.

*Spelling Mistakes*

A line is drawn underneath those words spelt incorrectly which the teacher wants to point out to the child. It is not recommended that all spelling mistakes are indicated.

The correct word may be written above the child’s own word, or at the end of the work, where ‘look, remember, cover, write and check’ is then used.

The children are encouraged to develop the self-correction of their work – putting a line underneath any words they are not sure about.

*Punctuation Mistakes*

A circle is put round incorrect punctuation which the teacher wishes to highlight, i.e. capital letters, full stops, commas etc. and the correction put above, or in the margin.

The children are encouraged to re-check their own work when it has been marked.

**Mathematics**

The date is written in figures e.g. 17.05.16, and may be written by the teacher for younger children.

Y5&6 can write Roman Numerals.

*Maths books/work books*

All maths work to be completed in pencil so that mistakes can be rubbed out.

Mini whiteboards will obviously require dry wipe pens.

For younger children, work is marked with a tick if correct, or with . or X if it is wrong. Older children may be given a dot instead of a cross, if they have the opportunity to make corrections to their work, following feedback.

Once a correction is made, a cross can be circled to show that it is now correct.

**4. SEND**

The aims of the school are the same for all children. We therefore regard provision for the child with learning difficulties and the more able child as just one aspect of equality of opportunity and entitlement for all pupils. (See SEND Policy and the Policy for Able, Gifted and Talented).

 **5.Overview**

Marking and feedback will be carried out professionally and learners will benefit from its high quality. The marking policy will be reviewed, assessed and refined on a regular basis by all staff to ensure that it is effective and workable.

Chair of Governors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Headteacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_