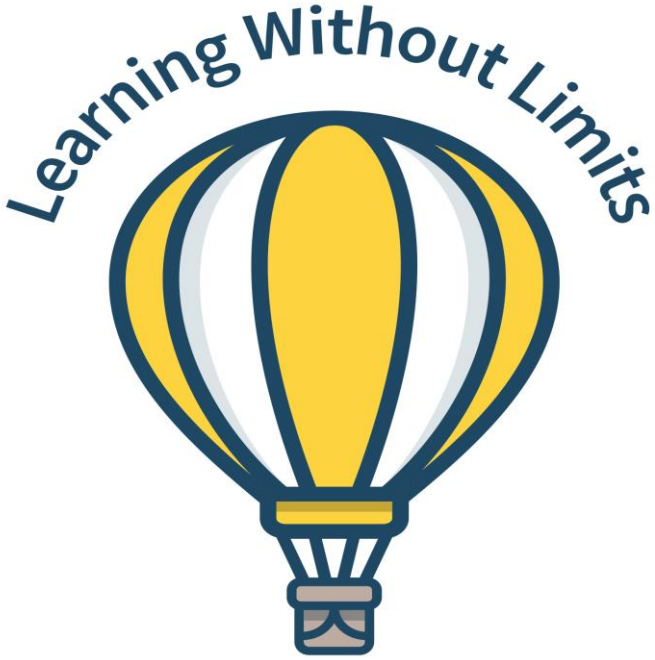
Dean Field Community Primary School Marking Policy



Dean Field
Community Primary School

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
Written collaboratively by teachers	June 2020	July 2021
K Fudge	July 2021	July 2022
K Fudge	July 2022	July 2023
L Brambani	July 2024	July 2025
L Brambani	July 2025	July 2026
L Brambani	July 2026	July 2027

At Dean Field, we believe that the marking of pupils' work should provide excellent opportunities to ensure pupils are well motivated, have good self-esteem and clear direction. Marking allows pupils to see the quality of their work and gives clear guidance for improvement. It is a powerful assessment tool and provides a diagnostic analysis of the level of pupils' understanding and achievements. It is also a very effective medium for providing feedback to children about their progress.

The core aims are:

- Provide clear feedback to pupils about the strengths and weaknesses in their work.
- To recognise, encourage and reward pupil's effort and progress.
- To motivate children to want to produce high quality work and make progress.
- Marking will celebrate success whenever possible in order to raise self-esteem and encourage all children to work to their full potential.
- To help children to improve their work by identifying and explaining errors and the setting of challenging, but achievable targets.
- To offer children an opportunity to monitor and assess their own work.
- To foster a culture whereby it is all right to make mistakes, but then good to learn from and remedy them.
- To give teachers an indication of the effectiveness of their teaching and inform future planning.
- Help parents and other audiences understand strengths and weaknesses in the children's work.

Good marking occurs when it is:

- Clearly related to the aims of the lesson.
- Meaningful for the individual child.
- Used to inform the child what they have done well and what they need to improve.
- Used to inform future planning.
- Positive and constructive, with appropriate praise given.
- Encourages a dialogue between teacher and child.

Foundation Stage Marking Policy

- Use verbal feedback.
- State positives of what child has done.

OR

- Posts a 'WOW Moment' on Seesaw of what child does or says (date, context and sign).
- Identify learning goal/step on observation (Seesaw).
- Verbalise next step and plan for children to work on this in planned adult focussed activities/ continuous provision.

Learning Journeys and next steps to be shared regularly with children and parents

Stampers also used to clearly identify if the work was teacher assisted/ adult assisted or independent work

Year 1 will be a transition year and the marking code below will be introduced throughout this year.

Marking Procedures

Green ink will be used for marking to ensure it is in contrast to the pupil's writing implement.

Teachers should write legibly and model good practice of **pre-cursive or cursive script in line with the handwriting policy.**

All work should be marked with the level of support, I (independent) and TA/T for adult support either with a stamper or the use of letters.

As far as possible, marking will be done daily or when a piece of work is completed.

Verbal feedback – discussion with children on progress and target. This should be done as regularly as possible.

Teachers will use feedback from marking to inform future targets and planning.

Wherever possible, marking will be related to a clear learning objective, which has been shared with the children. Handwriting and spellings will be checked and corrected or commented on in all pieces of work as necessary.

When written comments are made by staff, questions are sometimes usefully employed which the child should then be expected to write an answer to, e.g: *What is the rule for calculating the volume of a cube?* Questions can also be fairly open-ended to prompt a reflective response, e.g: *What do you think about…?*

Comments should show recognition of children's achievements and indication of the next steps in their learning.

Time should be built into lessons for children to mark their own work and to reflect on the marking and respond to it.

Sometimes a piece of work will be marked with a single tick that shows that it has been completed successfully. This is particularly appropriate for pieces of work which are designed to allow children to practise and consolidate learning.

A particularly successful piece of work may be awarded recognition from the class teacher in line with the school's system of rewards – e.g. a special stamp or sticker.

Every effort should be made to allow for pupils to reflect on teacher's written comments and edit/improve their work.

- ***At key points, it will be necessary to communicate to learners the level at which they are working.***

To ensure consistency in marking throughout the school has decided to adopt the following:

The Marking Code

Dean Field Marking Code

	Proof reading - edit and improve
	Check and correct punctuation marks
	Check and correct capital letters/lower case letters
	Check and correct spelling mistakes
	Target achieved
	Improve writing by adding linking devices
	Improve writing by adding paragraphs
(OA)	Objective achieved (written next to a measureable 'Can you…?' statement)
(WT)	Working towards objective (written next to a measureable 'Can you…?' statement)
Not met	Objective not met (written next to a measureable 'Can you…?' statement)
VF	Verbal feedback given
✓✓	Successes identified
→	Next step to progress taken from assessment criteria
Catch Up	'Plug a gap' intervention – (write a brief description of intervention activity or show the catch up work done in books)

NB: All stampers used will adhere to this marking code. Written feedback will model the cursive handwriting script.

Stampers used to adhere to this code.

Teachers will mark work in green pen
Teaching Assistants in purple pen
Student Teachers in turquoise pen
Peer Assessment/ self-assessment by the children to be carried out in pink pen.

English

In English, teachers will mark children's written work using the marking code above. Where necessary, teachers will assess against the writing assessment criteria for their year group (use of √√ for correctly used feature or full assessment ticklist) and, also where necessary, children will be provided with 'next steps'. Teachers will monitor any targets set and allocate new ones as necessary. Children's next steps targets will be on a book mark that is kept in their English books at all times so it can be referred to during lessons.

A title will be written at the top of the page for each piece of written work e.g Diary/newsletter/story set in an imaginary world.

Mathematics

A comment to be made on whether each objective (Can you statement) has been achieved or not met for each piece of work. Children will be provided with challenges to embed independent learning. Catch Up/interventions will be used to plug gaps or revise concepts. Simple ticks for correct answers and dots for any that are incorrect. Children to correct their mistakes in pink pen. VF to be use when verbal feedback is given.

A can you title to be used for maths e.g Can you identify the properties of 2D shapes?

Spelling and Grammar:

• Stamps are used to tell children what improvements need to be made (see marking code).
• Teachers use their discretion and knowledge of individual children to decide whether to identify the spellings that need to be corrected or whether children should self-edit in pink pen. With more adventurous vocabulary, teachers will correct the spellings in green pen.
• Children should be encouraged to 'have a go' and not be restricted by the need to spell all words correctly at the drafting stage of a piece of writing, which inhibits the creative process. Topical vocabulary and common exception words are easily accessible in classrooms (e.g. on display or on word mats).
• Teachers should have high expectations for spellings e.g topical vocabulary related to the text you are using in class and common exception words.

Presentation of work:

Foundation Stage – a range of mark making implements to be used- pencils to be used for focused writing activities.
KS1 – use pencils for all work.
KS2 -use pencil for maths work and blue handwriting pens for writing (Y4 – Y5)
Year 6 – use pencil for maths work and blue biro for writing

- ***Crossings out to be with one neat line – no correcting fluid (in general)***
- **The date to be recorded on the top line next to the margin (left hand side)**
- **Short date written for maths(e.g. 23/1/12) and full date for Literacy**
- **The main 'Can you..?' statement or title to be written on the second line (recorded by the children where possible and appropriate).**
- ***Underline the date with a ruler (KS2) or year 2 if able to***
- ***Use sharp pencils (and crayons) for diagrams***
- ***Use a ruler for drawing straight lines, tables ….***

Peer and self-assessment:

Teachers should aim to promote children's self-assessment by linking marking and feedback to engaging the child in his or her learning. This includes sharing the learning objective and the success criteria for the task right from the outset.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate. It is not necessary to write wordy feedback in books – a simple VF and brief comment about the feedback is ok.

Children should be given the opportunity to improve their work through self-analysis and support each other through peer assessment.

Seeing pupils editing and improving their work through the use of feedback from their teacher and/or another pupil should be evident in books.

Monitoring and Review of the Policy:

Marking is regularly monitored by:

- The senior leadership team through teaching and learning observations.

- The subject leaders through planning and workbook scrutinies.

This policy will be update on an annual basis, so that we can take account of the changing nature of our practice.