Stanford in the Vale CE Primary School
Marking Policy

Aims
As far as is reasonable, the School has a common, manageable policy on marking that is implemented by all teachers, teaching assistants and cover teachers. This policy states the level of marking and rewards given within the school.

Our aim is for marking to provide pupils, staff, parents and outside experts with clear and relevant feedback, indicating levels of performance, and suggesting strategies for improvement, and goals to be achieved. It is part of a continuous, assessment process that is fully integrated within the school and helps inform planning, grouping and reporting.

Implementation
Differences between the year groups and National Curriculum subjects make it difficult to operate one system to mark, or show levels on pupils' work but as a school we strive to:

Marking in Foundation
❖ Marking in the early years is used to record the support given and is always recorded alongside verbal feedback.
❖ As children progress through the year and dependent on ability, simple, positive and child friendly written marking may take place. Smiley faces are used to indicate a positive aspect of the work – whether it is content, linked to the lesson objective, attitude or presentation.
❖ Stickers are awarded for effort, excellent work or attitude towards the activity
❖ Every piece of work is marked. Marking with just a tick will only occur rarely, when external circumstances prevent more thorough marking.
❖ Statements from the various areas of Early Years Outcomes (2013) are marked at the appropriate level of achievement.

Marking in Key Stage One and Two
❖ English, Maths and Science focused outcomes are marked more thoroughly than the other subjects.
❖ Every piece of work is marked. Marking with just a tick will only occur rarely, when external circumstances prevent more thorough marking.
❖ All pieces of work are marked according to their lesson objective(s)/WALT, success criteria, development points or presentation.
❖ At least once a week in English, Maths and Science focused lessons, one piece of work is marked in depth, primarily, according to the objective(s)/WALT of the lesson but it could also be linked to success criteria or presentation. Careful consideration is given by the class teacher when planning which piece(s) will be marked in depth.
The member of staff will highlight 1 or 2 positives, by drawing a smiley face and writing the comment next to them and 1 or 2 development points, by drawing a think bubble and the comment in or next to it.
Depending on the nature of the Maths piece this may not always be appropriate. However, if the work has been completed incorrectly, an example of the strategy will be recorded in their books for them to use or explained to them verbally. If they have totally succeeded with the task, at least one positive, linked to the objective will be highlighted.
❖ Common symbols and highlighting are used to highlight appropriate mistakes within punctuation, spelling, content.. (see Appendix 1). Children

are given opportunities to amend these mistakes within lessons or as a 'fix it' job.

❖ Opportunities are highlighted for children to evaluate / mark their own work, or a friend's work, within all subject areas, when appropriate.

❖ Pieces of work have the lesson objective(s)/WALT title highlighted – to aid assessment procedures and moderation. Green representing 'Met' Yellow representing 'Some understanding' Pink highlighting representing 'Not understood' These are completed by the teacher and the child.

❖ Stickers are awarded for effort, excellent work or attitude towards the activity.

❖ In Key Stage Two - Within some English focused lessons, success criteria are used at the end of different genres, which require the children to think about whether they have been successful in using certain features.

❖ 'Fix It' time is given to all children on a regular basis, giving them the opportunity to respond to the marking, thereby improving their work / learning.

Whole School

❖ Marking is completed using a pen.

❖ Staff strive to mark work during completion or as soon after completion as possible, while the objective / WALT is fresh in everyone's minds, however, courses, meetings and other pressures may sometimes delay this process.

❖ Support given is highlighted by the piece of work, with a simple statement eg. TA support, word bank used.... Foundation and Year 1 will indicate if the work is completed independently.

❖ All children have targets to work towards through their identified development points, success criteria or discussions with staff.

❖ Teaching Assistants who have supported a group or individual, will traffic light the objective/WALT and write a small comment with their initials.

❖ Merits are awarded for exceptional pieces of work or perseverance/concentration, as well as positive attitudes or helpfulness.

Monitoring

Marking throughout the school is monitored every term by the Senior Leadership Team. Individual feedback is given to the relevant staff and any whole school issues are raised at the following staff meeting.
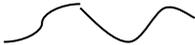
Compiled by Amanda Willis
Reviewed: September 2017
Next Review: September 2019

Stanford in the Vale CE Primary School
Marking Policy

Appendix 1

Marking Symbols

The Target	Symbol (written in the margin or by the target)	Action
Indicate a good point or correctness.	A tick	Possible improvements could still be suggested.
Indicate an incorrect point.	. or x	Discuss or write down correct answer.
Write next to the margin	←	
Indicate a spelling mistake.	∿	Write the correct word, first three letters or just underline. Child edits or practises spelling 3 times, if it is a common word.
A word, or phrase is missing.	^	If possible put a few words in so the pupil can see where he/she has gone wrong.
Clarification	?	
Indicates missing punctuation	O	Help the pupil and put a few in so that he/she can see where he/she has gone wrong.
Indicate that a new paragraph is required.	//	
Merit awarded	(M)	