



Policy for Marking

1. Introduction.

This document is a statement of aims, principles and strategies for anti-bullying at Ambleside Primary School.

It was developed, following a review of existing material, during Summer 2006. The purpose of this policy is to ensure a consistent approach throughout the whole school.

The school anti-bullying policy was developed and agreed by the whole staff. The policy will be approved at the Autumn Term 2006 meeting of the Governing Body once established. The implementation of the policy is the responsibility of all staff.

2. Aims

Why do we Mark?

We mark to assure children that we value their work, and to motivate them. We mark to assess each individual's work, to identify problems and to help us to plan for the future. Increasingly we share the criteria for marking with children. Research shows that provision of a mark or a level alone does not promote children's progress. Marking is one method, in which we provide feedback to the children about their work. Sharing the criteria for assessment and setting targets for improvement ensures a greater degree of success. These procedures are not always possible, given the amount of marking which is necessary, but they remain a goal to be achieved as often as possible.

We should always remember that:

The degree of maturity and ability of the child will affect the form and nature of marking. We mark not only to correct errors but also to celebrate successes and point a way forward.

It is especially important that we have a consistent approach to how we mark children's work throughout the school.

3. What do we mark and how?

- Staff mark all subjects in black ink.
- Teachers on short-term supply to the school are to mark in green biro, to distinguish them from the class teacher.
- Symbols used for correcting work are consistent throughout the school. Please refer to *Appendix 1* for an overview of these.

English.

For extended pieces of writing we will always try to share the objectives for the writing with the children. The bubble and block form of feedback will be used. The bubble will contain the overall positive evaluative points and comments on motivation and effort. The block will hold details of one or two targets such as writing levels and objectives for the next piece of writing.

Spelling.

When we choose to recognise an error we will ink 'Sp' beside the word and underline it. Either of the following two options may be then taken as appropriate to the work and the child's age and ability:

- Children correct using a word bank or dictionary, rewriting word or sentence.
- Teacher rewrites the word above the mistake.

It is not possible or effective to correct every word or sentence. We try to correct common patterns of misspelling and spellings we know the children should be able to spell.

Mathematics.

All work is to be marked. A line under the reversed number, with the correct orientation at the side shows the number reversal to the children. In the case of computations, the correct answers are ticked.

Incorrect answers will have a cross at the side of it, which signifies 'needs correction.'

The class teacher will decide if time is to be spent correcting work or not depending on the concept involved. Here a 'X.' will be used. It may be more pertinent to use the bubble and block method of feedback and discussion about the mistake/s involved.

Marking of the remaining Core and Foundation Subjects within the National Curriculum.

All written work in any subject will be looked at and read by the teacher. A tick or comment is written depending upon the objective involved.

To coincide with individual lesson plans handed into subject leaders, staff will have a focus week in depth marking on the same subject.

A great deal of verbal marking takes place in the form of comments and discussion. We try to recognise achievement and make positive comments in subjects such as Art, Music, Design Technology and Physical Education.

4 Oral responses to children's work.

We should always be aware that our spoken response to children's work is a powerful form of feedback and 'marking.' It is becoming of even greater importance as the National Literacy and Numeracy projects help us to focus on the ways in which children learn. We need to feed back to them evaluative comments on the extent to which they are achieving the objectives we set them and how well they are tackling problems and tasks.

5. Making our marking effective.

When we return work to older children we will give them a short time (two-three minutes) to read our comments and think about the targets they need to work towards.

How we involve the children.

It will be apparent from the section above that we are involving children. We do this best by sharing the criteria for the marking with them. This is done in several ways:

- **W.I.L.F.** – which is an abbreviation for **W**hat **I**'m **L**ooking **F**or. Here learning objectives are communicated to the class through a poster with character (Wilf) on the wall. Each year group throughout the school has a different WILF.
- Through a standard type of learning objective.
- Individual children having three set targets in English and Mathematics for the term.
- By inviting children to think of what it is they have to do in order to succeed (Robert, when you have finished the writing, how will you know if it is good? What will you be looking for?)
- Fluent writers can write their learning targets in their book.

Rewards.

To motivate and reward children for their effort and work, each year group consistently gives out the same rewards. Rewards may include:

- A visit to the Year Group Leader, the Deputy Head Teacher or Head Teacher for commendation.
- A public word of praise in front of a group, a class, a year or the whole school.
- A system of merit marks or points.
- Marks, grades and assessments.
- Stickers, stars, stamps or certificates.
- Stamps in books.
- Use of school reports to comment favorably academic achievement.
- SEN behavior star sheets.

Special Needs.

Teaching Assistants provide support for children with Special Needs.

Children with specific learning difficulties in both English and Mathematics will have detailed individual learning plans, which will be found on their I.E.P.'s

6. Marking and Assessment.

Assessments are carried out throughout the school year. Test papers are marked and scored but comments and analysis are on separate teacher overview sheets.

Half Termly Assessments

Core subject tests designed to assess the concepts that have been taught over the half term are given during the last week of each half term. These tests are marked thoroughly and new targets for the children to work towards are set. (*Please note that NFER and S.A.T.'s are given in their place*).

NFER

NFER (National Federation for Educational Research) tests are conducted in the first half of the spring throughout the school in Years One to Six. The marking of the tests is thoroughly analysed and broken down into question groups.

SAT's.

Children in Year Two and Six complete the National Standardised Assessment Tests during the summer term. Marking identifies areas of weakness, which are identified in future planning.

Work Analysis.

Once each term a Mathematical concept is taken from the NNS found in Key Stages 1 and 2 and written into a task allowing scope for all ages and abilities. Every child in the school then completes this. Staff come together with a suitable sample of the work, and discuss the outcomes looking closely at the progression and continuity related to the age range within our school. The same system is applied to Literacy with a story writing analysis each term.

7. How Children's progress is reported to Parents.

It is important that we inform parents of our strategies. We will do this

- By preparing a short leaflet to go home at the start of the year.
- By talking to parents at parental consultation evenings.

8. Staff Roles.

Head Teacher and Deputy.

- To ensure marking is consistent throughout the school.
- To ensure that the Marking Policy of the school is being effectively implemented.
- Adequate resources and training are available for development.
- To monitor the quality of marking.
- To assess the quality of teaching, learning and assessment through marking.
- To lead a whole school approach to marking and keep Governors, staff and parents well informed.

Governing Body.

- To approve, ratify and monitor the Marking policy.
- To ensure that they are well informed about standards in Marking.
- To be familiar with the types of information gained from marking and assessment.

Phase Leaders.

- To carry out agreement trialling to establish accurate and common standards throughout the school for marking.
- To sample examples of marking throughout the school and report findings to the management team and staff.
- To monitor and support teacher's marking and assessments of children's work throughout the key stage.
- The audit of staff training needs within marking.

Class Teachers.

- Develop an atmosphere in which children are motivated to learn from mistakes and targets given from marking.
- Challenge and support all children to do their best.
- Have a thorough and up-to-date knowledge of the marking policy for the school.
- For marking to reflect individual children's needs.
- Keep comprehensive records of children's work.
- Use marking and assessment data to set targets and give children clear and constructive feedback.
- Have the agreed marking symbols displayed in the classroom for children, parents and supply teachers to refer to.

9. Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

10. Review

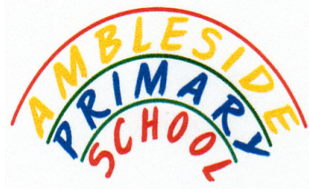
The Head teacher, governors and staff will review this policy during summer term 2009. Any suggested amendments will gladly be presented to the Governing Body.

Index to following Appendices.

Appendix 1 – Marking symbols.

Appendix 2 – Letter sent home to parents at the beginning of the school year.





Appendix 1. Overview of symbols used within marking.

Writing

~~~~~ The incorrect use of the verb to be will be corrected “we was were”  
Magic line.

.○ Full stop needed.

**once** Capital letter needed.

**I went to the House** Lower case letter needed.

**Sp** in the margin or next to the word indicates a spelling error. We underline the word and write the correct spelling above the word.

**? or !** in the margin indicates that there is some punctuation missing or that it has not been used correctly.

**^** in the text indicates that there is a word missing.

⋮ in the margin indicates that a part of the text does not make sense and requires editing or rewriting.

// in the text indicates that a new paragraph is required.

Don't insert missing letters in words that are spelt incorrectly. Write the whole word or letter string.

### **Mathematics**

A tick indicates that work is correct.

**X** A cross indicates that work is incorrect.

**X.** A cross indicates that work is incorrect and should be corrected.

**C** A c written next to corrected work shows that the teacher has marked it as corrected work.

Reversals of numbers will be underlined and correct formation will be reinforced immediately.

4<sup>th</sup> September 2007

Dear Parent/Carer,

### **Information on marking at Ambleside Primary School.**

We have recently reviewed our marking policy. There are some changes and additions to the policy, which we would like to make you aware of.

The degree of maturity and ability of the child will affect the form and nature of marking. We mark not only to correct error but also to indicate success and point a way forward.

Childrens work in the Foundation Stage, Key Stage One and Two will be marked in black ink. Short-term supply Teachers will mark in green ink, to distinguish them from the class teacher. Symbols used for correcting work will now be consistent throughout the school.

Your child/ children may have come home talking about W.I.L.F. – which is an abbreviation for **W**hat **I**'m **L**ooking **F**or. This is how we communicate learning objectives to the children through the character (Wilf). Each year group throughout the school has a different WILF.

For some pieces of Literacy and Numeracy we will share the objectives for the lesson with the children. The bubble and block form of feedback will be used. Bubble will contain the overall positive evaluative points and comments on motivation and effort. The block will hold details of one or two targets for the next piece of work.

#### **Spelling.**

When it is appropriate to recognise an error we will ink 'Sp' beside the word and underline it. One of the following two options may be then taken as appropriate to the work and the Childs age and ability:

- The Child corrects using a word bank or dictionary, rewriting the word or sentence.
- The Teacher rewrites the word above the mistake.

It is not possible or effective to correct every word or sentence. We try to correct common patterns of misspelling and spellings we know the children should be able to spell. If you find a piece of work where no spelling have been corrected this will be because the main focus of the lesson was to look at a different aspect, such as to write three sentences correctly.

### Mathematics.

All work will be marked. A circle line under the reversed number, with the correct orientation at the side shows the number reversal to the children. In the case of computations, the correct answers are ticked.

In the Foundation Stage, Key Stage 1 and two an incorrect answer will have a cross at the side of it, which signifies 'needs correction.'

### Marking of the remaining National Curriculum Subjects.

All written work in any subject will be looked at and read by the Teacher. A tick or comment will be written depending upon on the objective of the lesson and marking focus for the week.

Please remember with young children, a great deal of verbal marking takes place in the form of comments and discussion.

We hope that you will support the school and our approach to marking children's work.

Yours sincerely,

Head Teacher.

