

St James' RC Primary School

Marking Policy

Effective feedback and high expectations are essential if children are to make progress. The children need to know that an adult will examine their work carefully and give guidance and encouragement to steer them in the right direction. They also need to know that poor quality work is unacceptable. Recurring errors should be used as teaching points. A positive comment is extremely encouraging however moving on comments are equally important. All work should be marked according to ability and circumstance. Marking should be linked to the learning question which is identified at the beginning of the lesson. Time should be allocated for children to reflect upon and respond to the marking. Marking will feed into Classroom Monitor which in turn will feed into planning.

A green pen is used when the work is marked with the child.

A red pen is used when the work is marked post lesson.

Green highlighters are used to highlight what went well (green means great) and pink highlighters are used when something needs rethinking (pink means think).

WWW (what went well) and/or EBI (even better if) and/or a question to extend learning will be added as appropriate.

Incorrect answers will be dotted in green if marked with the children and given a red cross when marked post lesson. An ebi comment could be shown and/or a correct example.

Marking symbols are displayed in classrooms.

All adults will mark in line with the policy and anyone other than the class teacher will initial their marking.

Marking is related to the subject being assessed.

A comment may be added in relation to the presentation of the work.

St James' RC Primary School Marking Policy. Reviewed Spring 2017. To be reviewed Spring 2018

Maths

All maths work should be marked, including practical maths. Occasionally it might be appropriate for children to mark their own work or that of their peers. Ticks can be used where an answer is correct. A traffic light system is used for self-assessment. Children are encouraged to explain their self-assessment when appropriate. The learning question will be highlighted in green if it has been achieved and left plain if not. In Year 1 this is green for 'I can do' and red for 'I do not understand.' The adult endorses the self-assessment with a smiley face if it is agreed.

Writing

All writing should be marked for its composition, vocabulary, spelling, punctuation and grammar. First drafts will always require thorough marking. Final pieces should be checked for accurate editing. In KS1 spelling errors concerning high frequency words should be corrected. For the majority of children in KS2 five spelling errors can be corrected. These should be rewritten three times.

EYFS

Written and dated comments are in line with profiles.

French

Written work is marked in groups of four. Each class is divided into four colour groups. One set will be marked in detail and the other three groups will be stamped with a French stamper. The groups are rotated on a weekly basis.

Please refer to the Equal Opportunities Policy.