

ST JAMES THE GREAT RC (GM) PRIMARY AND  
NURSERY SCHOOL, THORNTON HEATH

POLICY FOR MARKING

April 1996

## **POLICY FOR MARKING**

### **Compiled by the Senior Management Team**

It is important that a marking policy provides manageable strategies for marking. Accordingly there will be a range of approaches to marking that will ensure all pupils' work is monitored. This will involve both written and oral feedback to pupils dependant upon the most appropriate response in the light of the work being corrected.

#### **AIMS:-**

- \* to acknowledge achievement and motivate;
- \* to identify future steps in development;
- \* to note the need for further help;
- \* to communicate and invite personal response at appropriate levels;
- \* to maintain standards and promote high expectations.

#### **A. General**

##### Dialogue:-

- \* any written comments should be seen as a part of an ongoing constructive dialogue;
- \* wherever possible teachers should strive to mark with the child otherwise confer with the child afterwards;

##### Records:-

- \* a class or group matrix (names on one axis tasks on the other) may be established to monitor the progress of work;
- \* a piece of work should only be left unfinished if there is a clear mismatch between the child's ability and the task or another learning objective becomes a priority - if this occurs it should be noted;
- \* children work at different rates and therefore not all tasks will be undertaken by all children;
- \* emphasis should always be on quality as identified by task;
- \* a code should be used on the matrix to note when follow up work is required.

#### **B. Marking of Writing**

##### General points:-

Work publicly presented should usually be correct. In order that the full spectrum of work reflecting the whole ability range may be displayed, it will be necessary to show on displayed work the stage at which it has been chosen for display (e.g. "ongoing work", "1st draft"), where work is not fully corrected. Alternatively corrections would need to be shown.

### **Nursery and Key Stage 1**

- \* mark with the child;
- \* with developmental writing a comment or question can be used, using several of the child's words they have said, so the correct spelling can be seen;
- \* or rewrite word for word what the child says explaining to them what the purpose of the teacher's writing is;
- \* when most words are legible just key words could be written above;
- \* there should be a clear distinction for the children regarding the free writing that may be produced in their "journal" and other writing which will be corrected in a relevant and appropriate way to the teaching point.

### **Key Stage 1 and Key Stage 2 - Introduction of the drafting process**

- \* Constructive comment should be made as appropriate on content and presentation;
- \* Content, structure, syntax, punctuation and presentation which should increasingly be picked up by the class teacher to inform children of future expectations;
- \* Spellings should be corrected or highlighted for the child to correct by underlining or marking at the side "sp" and as a relevant point to be addressed in future work
- \* An Appendix to this document details the marking symbols that could be used throughout the school as appropriate. This will generate a consistent approach that will become familiar and will be understood by all pupils.

### **C. Marking of Mathematical Work**

General:-

We will:-

- \* promote a positive attitude to errors so the child will readily acknowledge the need for further effort but clearly understand his/her previous efforts are simply one stage in reaching that correct solution;
- \* signal this approach if it is felt more appropriate by marking an error with a question mark;
- \* ensure that children understand the uses of crosses and ticks which are quite acceptable within an overall positive classroom environment;
- \* ensure that incorrect work is not erased but is corrected to show development;
- \* ensure that all marking is seen as part of an overall development process that allows for the use of incentive marks/rewards as encouragement where deemed appropriate by the class teacher.

Investigations:-

- \* always date or sign the work to show it has been seen;
- \* mark correct any parts of the work that are right;
- \* add questions/comments which will clarify the child's thinking, predictions or discoveries;
- \* in consultation with the child write the next possible line(s) of enquiry.

Algorithms:-

- \* use a tick when work is correct;
- \* use a cross when work is wrong;

\* correct beside or below.

#### **D. Pupil and Self Marking**

Whilst in Key Stage 2 there may be occasions that allow for both pupil and self marking of work in the context of pupil development, independence and self reliance, such an approach will be used sparingly. When it is used it is essential that follow up checks are made by the class teacher and that this will be noted on the work concerned.

## Suggested Marking Symbols

<i>Editor's Mark</i>	<i>Meaning</i>	<i>Example</i>
	Capitalise	david gobbled up the grapes.
	Make lower case	My mother hugged Me when I came Home.
	Add a period	The clouds danced in the sky
	Spelling mistake	I laffed at the story.
	Reverse words or letters	How you are?
	Add a word	Would you pass the pizza?
	Add a comma	I have two cats two dogs and a goldfish.
	Delete (Get rid of)	Will you call call me on the phone tonight?