

Witton-le-Wear Primary School.

Policy and Guidelines For Marking Children's Work.

Marking has the potential to be the most powerful, manageable and useful ongoing diagnostic record of achievement. It is a manageable way of tracking National Curriculum learning intentions for written work, for individual children, on a day to day basis along with notes made on a short term plan to feed into further planning. However, it is also a very effective medium for providing feedback to children about their progress. Thus marking has essentially two functions: to provide an assessment record and to provide feedback to the child.

Entitlement.

All children are entitled to have their work evaluated by their teacher. This evaluation may take the form of a verbal comment or discussion, or by written comments on the work done with the child present or at another time. In each case the purpose will be to encourage and help the child in his/her development. Comments may be analytical but they should be supportive.

Our Approach To Marking.

Marking presents an important learning opportunity for children, which if carried out sensitively can contribute to the child's growing confidence and have a positive effect on their work.

As a staff we have agreed the following:

- If possible, try to mark with the child present. Comments, written or verbal, should be given as soon as possible after the work has been produced. It is recognised that there will be times where this is not feasible or possible.
- Work may require some verbal or written comment. Children may be required to follow up comments on their work, e.g. to extend or correct what they have produced.
- Marking should form an integral part of the whole school reward system with good work being acknowledged. Each class has reward systems in place such as stickers, effort marks, etc. which are given for good work and effort. A variety of approaches are utilised across the school.
- A common approach for marking written work and mathematics is used across the school in a variety of curriculum areas. Symbols are highlighted later in these guidelines.
- Marking is of little value if children are not asked to read comments and act upon them.
- Other children can be used as an audience for the work: 'Read your work aloud to a friend; get them to read it aloud to you and comment upon accuracy, purpose, etc.

- Wherever possible the comments made when marking should clearly relate to the intended learning outcomes of the lesson. Effort should be made not to 'side track' with remarks which are unrelated to this.

When marking work a consistency needs to be applied across all curriculum areas and this must relate to the child's stage of development.

General Comments For Foundation Stage / KS1.

Mark according to learning intentions. Before they begin, children need to know why they are doing a piece of work, how it fits into the bigger picture of learning and what is expected of them. Children should be given the opportunity to self-evaluate their own work in various curriculum areas.

Foundation Stage.

Generally spellings are not marked, words are written underneath the child's writing where the meaning is unclear and the child is asked to read back what they have written. Reading for meaning and grammatical correctness is encouraged- this must be done with the child. Wherever possible, marking should be done with the child present. Teachers should comment verbally on a child's work, then a written comment can be used to indicate whether the learning intention has been achieved. Where targeted marking is used, highlight one success and indicate how improvement can be made in a form that is accessible to the learner (eg. stampers). Stickers, stars, etc. are a good incentive to encourage the children.

Key Stage 1.

The general comments made earlier in these guidelines regarding marking in Foundation Stage/KS1 need to continue with an increased emphasis on the child reading/checking/sharing work with a response partner and reading part, if not all, of the work with the teacher. All work should be dated and marking carried out in a colour which stands out to the child:

- Pencil/Blue pen - children use to write with
- Green pen - children self-mark & correct their own work, to ensure they have evaluated and followed up their work in light of suggestions made
- Red pen - adults marking work

Stampers are also used for children's writing targets.

The key areas to look for and highlight with the child are:

- Is the content appropriate to the task set? Is its meaning clear and organised?
- Does the work reflect the intended learning intentions and desired outcomes?
- Is the work grammatically sound? (sentence structure, etc.).
- Spellings being generally correct.

- Handwriting being clear and legible.

Whilst each of the above elements are important it should be remembered that children's own writing should be assessed primarily on whether the learning intention has been achieved. Having to contend regularly with presentation, punctuation and spelling within a piece of work when writing fluency is only beginning to emerge is a tall order for some children and care should be taken not to discourage them by covering their work in pen. Where work cannot be marked with the child and comments have to be written afterwards the meaning should be clear to the child.

RUBBERS ARE TO BE DISCOURAGED WHEN CORRECTING WORK, (especially within maths where it is important to see working out).

Within numeracy give opportunities to practise number formation if a child is experiencing problems. Rubbing out answers is to be avoided as these answers can help you to identify what a child is doing wrong, or to see any misconceptions that they may have.

When giving feedback on a current targeted marking area highlight at least one success.

Key Stage 2.

When marking work for KS2 children the approaches and strategies outlined for KS1 are to be continued but with increased emphasis on:

- The content appropriate to the task; the writer should be developing an increased range of vocabulary and style.
- Organisation of paragraphs; use of more complex sentences. Clarity of meaning and the full range of punctuation increasingly being used - commas, apostrophes, semi- colon, colon, dash, ellipse and brackets.
- Spelling of polysyllabic words which conform to regular patterns should be increasingly correct.
- Handwriting should be joined, fluent, and legible.
-

Codes for marking:

Maths

Maths Marking Symbols

✓	Correct
* or x	Incorrect
Ⓢ	Error has been corrected
Ⓢ and initials	Supported
Ⓢ	A target to think about in your next piece of work
Ⓢ * or a sticker/stamp	Very pleasing work
VF	Verbal feedback given
Green pen	Children's corrections
NF	Check number formation
EXT or Think	Extension Task

EYES

Marking Symbols

✓	Correct
* or x	Incorrect
£	Error has been corrected
Ⓢ and initials	Supported
Ⓣ	A target to think about in your next piece of work
Ⓢ * or a sticker/stamp	Very pleasing work
VF	Verbal feedback given
?	Meaning is unclear
Ⓢ or Ⓢ	Spelling mistake
^	To insert extra or missing information
//	Begin a new paragraph
P	Punctuation error/missing
CL	Check capital letter use
Green pen	Children's corrections
LF	Check letter formation

	Capital or lower case letters		Rest your letters on the lines checking ascenders and descenders
	Letter formation		Check your writing carefully
	Full stops		Listen for sounds when spelling
	Finger spaces		Hold your pencil correctly
	Capital i		Spelling mistakes
	Target reached		Great ideas

KS1

Marking Symbols

✓	Correct
* or x	Incorrect
£	Error has been corrected
Ⓢ and initials	Supported
Ⓣ	A target to think about in your next piece of work
Ⓢ * or a sticker/stamp	Very pleasing work
VF	Verbal feedback given
?	Meaning is unclear
Ⓢ or Ⓢ	Spelling mistake
^	To insert extra or missing information
//	Begin a new paragraph
P	Punctuation error/missing
G	Grammar error
C	Connective needed
T	Tense incorrect
CL	Check capital letter use
Green pen	Children's corrections
LF	Check letter formation
EXT or Think	Extension Task

	Capital or lower case letters		Rest your letters on the lines checking ascenders and descenders
	Letter formation		Check your writing carefully
	Full stops		Listen for sounds when spelling
	Finger spaces		Punctuation
	Capital i		Spelling mistakes
	Join your handwriting		Hold your pencil correctly
	Connectives		Great ideas
	Target reached		

KS1 children write their spellings in their own personal dictionaries for future use. They indicate that they are added to their dictionaries by marking each spelling with a green tick.

Marking Symbols

✓	Correct
* or x	Incorrect
ε	Error has been corrected
Ⓢ and initials	Supported
Ⓣ	A target to think about in your next piece of work
😊 * or a sticker/stamp	Very pleasing work
VF	Verbal feedback given
?	Meaning is unclear
Ⓢ or sp	Spelling mistake
^	To insert extra or missing information
//	Begin a new paragraph
P	Punctuation error/missing
G	Grammar error
C	Connective needed
T	Tense incorrect
CL	Check capital letter use
Green pen	Children's corrections
LF	Check letter formation
EXT or Think	Extension Task

Children should re-write and correct any incorrect work or calculation, not alter previously marked work. *Children edit and correct with green pen in mental maths, pencil in everyday maths books.*

If many mistakes are made, e.g. a page of similar sums are all incorrect and checked by the teacher - write an appropriate comment at the bottom to show the work has been seen.

General Comments

The learning intention of written work should be clearly understood by teacher and child before any such activity is undertaken.

Concentrate on one or two areas for marking and ensure children appreciate this emphasis.

Corrections should be completed as soon as possible before children begin their next piece of work. Within writing, the targets from a previous session need to be highlighted at the beginning of the next piece of work to reinforce their targeted area(s) for improvement.

EYFS/KS1 to use a stamp at the top of the next piece of work to highlight the previous target. Children to tick when they have achieved this target at the end of the task.

Aim at encouraging all children to improve something from each marked task.

If a written comment is being made at the end of a piece of work ensure that it is constructive and positive.

If you are talking about a piece of work with a child be clear and specific about what it is you like about it - a general 'good' is not very helpful.

Draw children's attention to remarks that you write on their work. When self evaluating written work, upper KS2 children can be encouraged to acknowledge teacher comments with initials and/or to correct any errors.

Children can be encouraged to mark their own work before handing it in, by checking it over and underlining or correcting mistakes. Children can also work together to check each others work and act as a 'critical friend.'

Share good work that the children have done with the rest of the class.

Creative / Extended Writing.

Impress upon the children that they do not need to concentrate unduly on spelling in their first draft, but they should still make a concerted effort to attempt all spellings. Any attempts they are unsure of, can be underlined with a pencil and checked at the end of the task. They can check their work and underline incorrect words later.

When giving feedback on a current targeted area for marking, highlight at least one success.

When marking any work it should be expected that:

- Every piece of work is dated.
- Every piece of work is titled with WALT (learning objective)
- Titles / subtitles are underlined.
- Every piece of work is reasonably presented.
- Every piece of work is well-organised.
- Every piece of work is of a standard in-keeping with the child's ability.
- Every piece of work is corrected where necessary before the next task is undertaken.
- Every piece of work is made distinct from the previous one - leave space, rule off, etc. depending on appropriateness of age group.