

# **ST ANDREW'S METHODIST PRIMARY SCHOOL**



## **Marking Policy**

Reviewed April 2024

Headteacher

Anne Barker

Vice Chair of Governing Board

Rev Darren Garfield

Date of Next Review September 2025

This policy has been scrutinized to ensure it meets the requirements of the single equality duties. The school will make every reasonable adjustment to comply with the duties and actively avoid discrimination.

## Marking Policy

### Rationale:

To ensure that all children throughout the school have their work marked in such a way that it encourages a higher standard of achievement and raises self-esteem. Marking should help children to become reflective learners.

### Aims:

Marking should:

- Relate to learning objectives taught during the lesson
- Give children recognition and appropriate praise for the success of their work.
- Encourage children, by recognising the value of their work, thought and effort.
- Give children clear strategies on how they can improve their work.
- Use consistent codes throughout school.
- Provide a tool for teacher's assessment.
- Helps the teacher to evaluate learning and inform future planning.
- Be manageable for teachers.

### Marking Strategies that will be used at St Andrew's

**Summative marking** – usually consists of ticks or dots (for mistakes) and is appropriate for closed tasks or exercises.

If this strategy is used, then a stamp will be used to show a child's achievement towards the learning objective.

**Secretarial marking** – of spelling, punctuation, grammar

All children from Year 2 upwards will be aware of the marking strategies and will be given time to edit their work accordingly, if this marking strategy has been applied to the task.

**Oral marking** – Where the child receives immediate oral feedback, focusing child's attention to errors, successes and improvement.

**Target marking** – when work is marked to individual or group targets for an activity.

**Self marking/ assessment** – Children should be trained to self evaluate, identifying their own successes against learning objectives/targets or secretarial skills and look specifically for points for self improvement. Children can also mark their own work against an answer key e.g. mental maths, tables tests etc.

**Peer marking/ assessment** – Children should be trained to read and evaluate other children’s work, identifying successes and room for improvement

Please note that focused, secretarial and target marking will be used most often and will be seen mostly in English and Maths. The other types of marking will be used at times.

### Marking English

**Marking must acknowledge success of the Learning Objective and indicate a feature for improvement.** Depending on the task, work will be marked using one of the above strategies. Secretarial, focused and target marking will be used most often in literacy. The other types of marking will be used occasionally.

Work will be marked using highlighters.

From Year Reception, the teacher will use a **green** highlighter and highlight where the learning objective/ success criteria is/are evident. The teacher will also highlight in **pink** something which could be improved e.g. phrase, punctuation, vocabulary.

( **Green** for good, **Pink** for think)

### Self marking/assessment

Children should have regular opportunities to self assess their writing .

### Secretarial marking

The children’s work should be marked at least once per week using the marking strategy. Obviously the number of codes on the work will depend on the age of the child. This is better for extended pieces of writing.

At least once a half term children should have the opportunity to edit a piece of writing and re write a final draft.

The children should reflect on this target and try to fix it in “fix it” time or as appropriate using a purple “fix it” pen or pencil crayon.

### Marking of Maths Work

Maths work must be must be marked to show whether it is right or wrong and to give the child an indicator of their learning. Every calculation should be marked. Errors should be

marked with a green dot ● so that the children can see them clearly and correct in fix it time with a purple fix it pen or pencil crayon.

A comment or verbal feedback may also be added to provide further challenge.

### **Marking of all other written work**

Marking will be against the Learning Objective, which must be written at the beginning of every task from **Year 3** upwards. When appropriate, features such as; errors in process, misunderstanding of concepts miss-spelt vocabulary, accuracy, quality of presentation may be addressed.

### **Reward Systems**

Rewards are to be used for good effort, not only excellent work. We use a range of rewards:

- Praise
- Stickers
- Stamps

### **Other Points**

- All work must be marked in [green](#) pen.
- Supply teachers will be made aware of the marking strategies to ensure consistency (They must sign after marking work).
- The children must be aware of the different marking strategies that may be used in their work.

## Marking Strategies

**^**

add a word here – usually an adjective or adverb

**L.O**

check work against the learning objective

**I**

independent (used where appropriate)

**Guided**

supported with an adult

**Green** – great work

**Pink** – corrections required