

Al-Khair School Oldbury

Marking across the Primary Curriculum Policy



Approved by:	Sajad Akram	Date: 27th September 2021
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This policy aims:

- to value children's written and recorded work
- to value making errors or attempts as part of the learning process
- to check for standards and focus on making progress, as individuals, as a class and as a school
- to have a consistent and easy to use marking procedure (with clear symbols and expectations) across the board
- to inform future plans
- to inform children about the progress they have made and what they need to do next to continue making progress
- to recognise those areas of school work that are good and to improve upon them

Marking

- It should be regular, frequent and constructive. Every third piece marked in detail and every piece seen or one piece marked in detail weekly.
- Be manageable for staff
- Marking will inform the teacher of individual needs, class trends and future learning.
- Children are given frequent opportunities to respond to the marking.
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Allow specific time for the children to read, reflect and respond to marking
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Be consistently followed by teachers and support staff across the school in line with this policy
- Use the agreed Marking Code (below) to correct errors that go beyond the learning objective
- Positively affect the child's progress.
- The marking code should be stuck in the inside cover of the child's English exercise book.

Agreed Approaches for Marking:

The following strategies should be used to mark, assess and provide feedback. This includes the marking of both classwork and homework.

Peer and Self- Marking in KS2:

Pupils should be given the opportunity to mark or comment on each other's work as well as their own. They should be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements.

- Children should be trained to give an improvement suggestion.
- Feedback/peer assessment can be oral or written according to the ability of the child.
- The quality of the improvement suggestions and of the peer assessment should be monitored by the teacher.
- Pupils should mark own and others' work in purple pen. The work should have the code from the appendix below (in effect from September 2018).

Verbal Feedback:

This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. A discussion should be accompanied by the appropriate marking code symbol (in appendix below) in the child's book so that the remark serves as a permanent record for the child, teacher and parent.

Quality Feedback Comments:

Quality marking and feedback should be based on a dialogue between the teacher and the pupil. It should be supportive and positive for children.

- 'Two ticks' and a 'Next Step' will be implemented across both key stages and EYFS.
- Praise and feedback will be presented in the format of 'two ticks' for correct and good/excellent work and one 'NS' for the next steps necessary for the child's learning to progress.
- There should be 'two ticks' and a 'NS' identified in detailed marking. Alternatively, it may be more appropriate depending on the age of the children, to use one tick and one NS.
- This should be written in a pen clearly differentiated from the child's handwriting pen/pencil, i.e. red ink.
- Targeted and precise stickers can be used to support or supplement.
- When possible the teacher will direct the child to respond to their 'NS', e.g.:

Examples of 'Next Steps' comments in writing:

- Would you like to live in this setting? Why?
- Which is your favourite sentence? Why?
- What was your purpose for this writing?
- Highlight your most effective words/sentence.
- The children went to the dark wood with tall shadowy trees. E.g. can you think of a better word for 'went' in your story?
- Write some more sentences to describe what you ate at the seaside.
- Can you rewrite paragraph two with more detail and description?
- Add in 2 adverbs to make your writing more interesting, e.g. the boy crept silently.
- 'Can you write me another sentence using the connective 'moreover'?
- Spell 'cried' five times underneath.
- Can you write a concluding paragraph starting with the sentence: 'In conclusion, I think...?'

- 'Can you go back and change the letters I circled to capitals please?'
- Time should be given for the child to respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further.

Monitoring and Evaluation

The Executive Leadership Team and/or the respective subject leader will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment.
- Consistency in teacher marking across the key stages and between year groups.
- By talking to the children, subject leaders will be able to ascertain the extent to which they are aware of the purposes of marking and what is expected of them by their teacher/school.
- Examples of marking will be shared at staff CPD session to share good practice and compare standards for consistency.

Appendix

Marking Code for Adults:

1:1	One to one help given to pupil
H	Help or support given
CT	Cover teacher
ST	Support teacher
WP	Work placement or student teacher

Key Stage 1 Marking Code Agreement

When your teacher marks your work, they will use marks that tell you something:

Sp	Spelling mistake - Write down the correct spelling 3 times.
C	Capital letter is missing. Rewrite the word using a capital letter.
○ ●	Missing full stops. Go back and add full stops.
^	Missing word. Go back and fill in the word you have missed.
C	Capital letter should not be used here.

At the end of your work:

✓ = means what you have done well.

NS = Next Steps - is something you need to work on.

TD= Teacher has talked to you about your work

SM = Self marking

PM = Partner marking

When you have corrected your work, write 'corrected' in purple pen/pencil.

Key Stage 2 Marking Code Agreement

When your teacher marks your work, they will use marks that tell you something:

Sp	Spelling error - The misspelt word may be underlined with correction, if not you will need to find and correct it using a dictionary if necessary. Write the misspelt word 3 times. Words that are continually misspelt should be copied into their spelling/word books.
C	Capital letter is missing or misplaced. Rewrite the word using a capital letter.
P	Missing punctuation within the line of work. Fill in punctuation.
?	Your sentence doesn't make sense. The sentence or words will be underlined. You will need to read and rewrite sentence so that it makes sense.
G	Grammar error – check word tense or its meaning.
Np	New paragraph needed
//	Two lines within the writing will indicate where new paragraph should start.
/	One line indicates where a sentence should end and a new one start. Rewrite your sentences correctly.
^	Where a word has been omitted an inverted v will be used to indicate where the word should be e.g. I ^ to the shops. Children add in missing word.

At the end of your work:

✓ = Positive comment about the piece of work produced.

NS = Next Steps - is something you need to improve on.

VF = Verbal feedback has been given

S.M = Self marking

P.M = Peer marking

When you have corrected your work, write 'corrected' in purple pen/pencil.