

Marking Policy

Introduction

- **THIS DOCUMENT IS** a statement of the aims, principles and strategies used for marking children's work at Bushy Hill Junior School.
- **IT HAS BEEN DEVELOPED** in Autumn 2015 through a process of consultation with all staff.
- **IT WAS PRESENTED FOR APPROVAL** by the governing body in Spring 2016.
- **THIS POLICY WILL BE REVIEWED** in Autumn 2017.

Our Philosophy

At Bushy we believe in the importance of, and the impact that, effective and constructive feedback can have on a child's progress. Marking provides the opportunity to recognise and celebrate success, whilst challenging thinking and extending learning.

We believe marking should:

- Benefit the children's learning;
- Be a positive experience;
- Indicate where the child has achieved success in meeting the learning objectives and targets he/she has been working towards;
- Include, where appropriate, a question or task that leads to focused improvements in work or demonstrates the next step in learning (twice weekly).

Who should mark?

Class teachers are ultimately responsible for the marking of children's work. Where children mark their own work or mark with a peer, the teacher should also initial the work or add a written comment to show that he/she has assessed it.

Learning Support Assistants are encouraged to mark routine spelling or mental maths tests and to mark and provide positive verbal feedback when working with groups of children or write on a post it note as assessment for the teacher.

Supply teachers should be given a copy of the agreed marking scheme with their instructions for the day. Teachers should communicate clearly to supply teachers that all work is to be marked in accordance with this policy and should check that this is the case.

In the event of unmarked work by a supply teacher, please indicate this with the supply teacher's initials and inform the Headteacher. The supply teacher will be reminded of this duty by the agency.

How should we mark?

- Children's work in exercise books or on paper should be marked in a clear, contrasting colour to their work.
- All pieces should be marked promptly and should always refer to the learning objectives.
- Green highlighter pen will be used to recognise success in relation to the learning objectives.
- Orange highlighter pen will be used to indicate an area for development. Missing or incorrect punctuation to be circled in orange. Grammar errors should be identified as appropriate and spellings errors will be acknowledged with sp in margin/word highlighted as appropriate.
- Marking comments or symbols should not detract from the child's work: it should be discrete, with tidily written comments.
- Teachers to highlight success criteria in green or orange – if attempted. Leave blank if not attempted.
- If working in a job share, initial marking.
- Homework is to be marked with recognition of success and any comments acknowledged.
- If spelling is not the main focus of the activity, 3-5 misspelt words may be indicated. These may be chosen for various reasons:
 - Spelling rules included in previous spelling activities.
 - Topic words or specific subject vocabulary e.g. Science or Mathematics
 - Basic words the child is expected to know given his/her ability.

English

- WALT (Learning objective)/WILF (Success Criteria) grid to be stuck in for each topic.
- In depth marking at least once weekly for each child.
- Constructive comment/question linked to the learning objective to be included which allows the children to develop ideas or edit their writing. WALT grid/markings to include a challenge question twice weekly where appropriate.
- Children will have opportunities for peer/self –assessment.
- On WALT, children to indicate whether they have worked with CT/LSA or I.

Maths

- WALT (Learning objective)/WILF (Success Criteria) grid to be stuck in for each topic.
- In depth marking at least once weekly for each child.
- Constructive comment/question linked to the learning objective to be included for corrections/next step.
- Self –assessment shown by a smiley face referencing the Success Criteria.
- On WALT, children to indicate whether they have worked with CT/LSA or I.
- WALT grid/markings to include a challenge question twice weekly where appropriate.

Foundation

- WALT grids to be used for written work.
- Green and orange highlighter to be used to mark against the WALT and WILF (success criteria).
- Comment or question to be included as appropriate.

Art/DT will be assessed at the end of a unit with verbal feedback within each lesson. Peer/self-assessments to be recorded on post it notes in sketchbooks.

Rewards for work

A maximum of 2 house points may be given for very good work. Children's work may be notated to indicate these awards as _ Hp.

Project work may be awarded extra house points for effort, presentation etc. Refer to each year group for further information.

How do we ensure that children have read the comments?

Time to respond to marking is timetabled within the next lesson or at a convenient time. Children will respond to comments, questions in red pen.

Children will initial teachers' comments after reading.

This policy should be read in conjunction with our Presentation Policy and Learning & Teaching Policy.