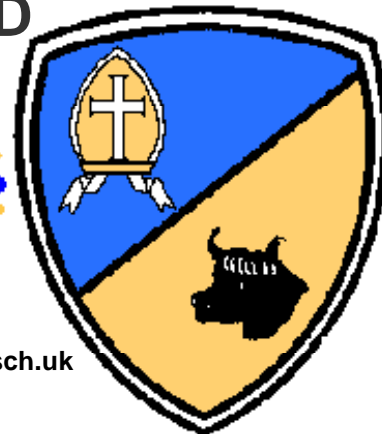


# ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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## MARKING POLICY

**Date of Policy:** 2010

**Review Date:** 2013

### Introduction

At St. Lukes we have developed a consistent marking policy that informs and challenges pupils' learning throughout the school. Children become more involved with marking / assessment as they progress through the school.

### Aims

- To inform teacher's planning.
- To inform children of their own progress and future targets.
- To recognise, encourage and reward children's efforts.
- To relate target setting to IEP's
- To provide a record of children's progress, which will assist teachers in reporting such progress to parents.

### Implementation of Marking Policy

- All work must be marked as completed.
- In the reception class, as work is marked, it is dated for the children to provide an ongoing record of development over time. They begin to date work as the their writing develops.
- Where appropriate work must be marked against agreed targets or lesson objectives.
- Comments should be positive and constructive to inform children of their attainment with regard to agreed targets and to assist in the setting of future targets.
- Comments must be written in language appropriate to the child's stage of development – even when this is supporting verbal feedback.
- When junior children have read the teacher's comments they must add their initials to show they have read them. Pupils in Year 2 begin to do this towards the end of key stage one.
- Where appropriate pupils use a traffic light code in Literacy and Numeracy to self assess their work.

### Presentation

#### Early Years Foundation Stage / Key Stage 1

- Children will learn to start the date at the left hand side and put the title in the middle. Objectives need to start at the left hand side.
- The long date will be used for literacy and the short date for all other work.

#### Key Stage 2

- In Literacy the long date will be used and underlined. The title(underlined) or objective will be written in the middle.
- In Numeracy the short date will be will be put on the left hand side and underlined. The title (underlined) or objective will be written in the middle.

### **Marking Code for Writing ( any subject)**

Our aim is to indicate the children's mistakes clearly and consistently so that they become familiar with the code and understand the meaning of it.

Work should be marked neatly, using the margin wherever possible. No ticks or other teacher marks should be so large as to obliterate children's work.

In KS2, children will be expected to self correct spellings as far as possible in accordance with their ability. Spellings identified should be checked using word banks, key word books, dictionaries, class displays.

All children's work should be marked using green ink.

### **The following is the accepted code when editing any writing.**

**P** Miss a line and indent

**a** A circle around the letter.  
**A** Wrong Case / Change Case

**WOS** Underline. Write out 3 times at the bottom (Key words)

**^** Missing Word(s)

Incorrect punctuation, or add in a circle

**?** Re read this part

### **Writing Marking**

Teaching staff highlight in pink three areas identified as good features of writing and they highlight in yellow to identify one area for improvement. Reference to the highlighted areas should be provided in the written feedback to pupils.

### **Maths Marking Code**

**The following marking key is used by teaching staff:**

**C** – Corrections to be done.

**OA** – Objective Achieved.

**P** – Practical activity.

**S** – Supported by Teacher or Teaching Assistant.

Tick - Correct

Cross - Wrong

If the whole section is wrong then put a comment re: seeking help, rather than covering work in crosses.

Where appropriate corrections completed and marked - tick and SC

Work should be presented in a clear, organised manner. If the minimum standard is not reached then a comment is made verbally / written work should be repeated at break time or for homework. If completed at home, a parent is to sign work.

SEN children – use professional judgement regarding above. Effort may have been given to understanding but presentation may be lacking.

If working is correct but answer wrong, give credit e.g. “ You are right up to here” or “Correct working – just check the answer.”

### **Monitoring and Evaluation**

The policy and practice for marking will be monitored in the following ways:

Trawling of exercise books. Samples will be requested by either HT, SLT / or Co-ordinators as part of ongoing Monitoring & Evaluation policy.

The policy and practice will be evaluated in the light of any further reports and recommendations made by the LEA and DCSF.

