



**SAXTON CE PRIMARY SCHOOL**



## **MARKING POLICY**

### **Rationale**

A culture of critical awareness is established as a means to raise standards. Marking, feedback and response are not just for written work but necessary for all aspects and subjects.

### **Aims**

By marking we aim to

- Give the pupil recognition for effort.
- Enable child to improve his work and deepen understanding
- Gain detailed information about the child's knowledge and understanding.
- Inform planning
- Praise and encourage success.

### **Guidelines**

The age of the children and the nature of learning tasks determine the practical approach to marking, response and feedback.

### **All Subjects including English**

When marking books across all subjects and all year groups, a dual colour system will be used:

- TICKLED PINK to identify strengths and show pupils what has been noted to be good.
- GREEN for GROWTH will be used to show pupils how their work could be improved and to identify suggestions for future work.

Pupils must be given time to respond to teachers' comments in DIRT or responder time. The pupils' responses will be known as PURPLE POLISHING and therefore completed in a purple pen.

- Comments, either oral or written should be in line with the objective of the work so pupils are aware of the overall quality of what they have done.
- Pupils should be regularly involved in helping to assess their own work.
- Pupils should be regularly involved in helping to assess their peers' work.
- Specific constructive comments indicate the next steps,
- Marking should inform future work and planning.
- Work to be stamped or annotated with the level of assistance/discussion and suggested next steps.
- Stickers and house points are used to reward pupil effort and boost self esteem and confidence.

Feedback to pupils will always include praise for effort as well as strengths shown by the pupil (pink pen) and suggestions for improvement (green pen). The pupils are given responder time (DIRT) to then correct mistakes, edit work or respond to teaching comments. This is always done using a purple pen. If the children have any unfinished work they are also given time to complete. When appropriate the pupils work is shared with the class and verbal feedback is given.

### **English Marking Across All Books**

The same standards are expected in all books and therefore the following marking approach is used across all books, not just English books.

### *Spelling*

- Each teacher should highlight appropriate words depending on the purpose of the task, the age and ability of the child. Poor or young spellers should only have key words identified to correct. As far as possible, children should be directed to correct their own spelling rather than have the word corrected for them by a teacher.
- Pupils should then be given the opportunity to correct their own spellings using a dictionary or word bank for support.
- Children should be encouraged to check through their own work for errors and edit / make improvements before it is marked.

### *Spelling Tests*

- When spelling lists are class tested, it must be done in a sensitive manner and in line with the child's ability. Children should be given the opportunity to revisit any words that were spelt incorrectly.

### *Punctuation and Grammar*

Punctuation and Grammar mistakes should be identified for the child to correct themselves but the degree of this depends on the age and ability of the pupil (eg. Ks1 children might be reminded to use a full stop at the end of a sentence whereas Year 6 pupils might reasonably be expected to go back and put colons and semi-colons in the correct position).

### **Mathematics**

In maths, feedback is usually given as quickly as possible (often during the session). This is referred to as 'hot marking' this allows the pupil and teacher to quickly assess who may or may not require extra support. Answers are marked as above using the 'tickled pink' and 'green for growth' colour system. Green ink acts as an alert to the child that they need to look again at that question and attempt to correct independently or seek clarification / support from a teacher during responder time. Children complete any corrections using a 'purple polishing' pen.

At the end of each session, the teacher assesses each child's progress towards the learning objective. If the child is considered to be secure with the learning objective, it is highlighted in green; if the child is reasonably ok with the learning objective but would benefit from consolidation, the learning objective is highlighted yellow (amber) and if the child does not seem to have understood the learning objective, it is highlighted in red.

3Cs marking: work is marked and responded to with one of three words: Challenge, Consolidate, Check. In the next session, the Challenge children are given a challenge question which enables them to work at greater depth. Consolidate children have similar questions which help them embed their learning. Check children work with the teacher to help them understand the concept.

### **Equal Opportunities**

All children have an equal right to access a broad and balanced curriculum. The marking of work will be differentiated to take into account the varying needs of the children including the most able. It must be done in a sensitive manner with no lowering of self-esteem.

### **Review**

This policy was last updated in October 2018 and is due for review October 2020

Signed ..... Headteacher

