



*Tarleton Holy Trinity  
Church of England  
(Aided) Primary School*

---

*www.tarletonholytrinity.org*

---

**Marking Policy**

---

**POLICY**



*Tarleton Holy Trinity  
Church of England (Aided) Primary School*



**Marking Policy**

**This policy reflects the Christian ethos and vision statement of our school.**

**Our Mission Statement**

*Tarleton Holy Trinity Church of England (Aided) Primary School is a Christian Family where everyone is valued, we all achieve and our dreams for the future begin.*

**CONTENTS**

- 1. Introduction**
- 2. Possible purposes of marking**
- 3. Principles of marking**
- 4. How do we respond to children?**
- 5. Self assessment – how can a pupil be involved**
- 6. How to make marking more manageable**
- 7. Symbols**
- 8. The marks on your work**
- 9. Policy review sheet**

## **1. INTRODUCTION**

At Tarleton Holy Trinity CE Primary School, we believe that marking can help, assist and support pupils. Careful and positive marking can provide pupils with a sense of value and motivation, which can inform and enhance their learning.

OFSTED state: -

“Learning is well supported when pupils are aware that they are trying to achieve, in particular pieces of work and when, through careful marking, they have a clear picture about what they have done well and where they need to do better next time.”

## **2. POSSIBLE PURPOSES OF MARKING**

These are: -

- To improve learning
- Encourage and motivate pupils
- Assess what a child has learned/understood
- Get an overview of what a class has learned/understood
- Monitor and record pupil progress
- Make sure pupils have completed the task to the best of their ability
- Communicate attainment/standard achieved
- To recognise achievement
- To plan for further class/group/individual input
- To inform pupils of what teacher expectations are
- To provide individual next steps for pupils

The best marking is

- Selective
- Constructive in tone
- Helpfully specific
- Easy to read and interpret
- Leading directly to improvement
- Manageable
- Returned while fresh in the pupil's mind
- Consistent with that of other teachers

At Tarleton Holy Trinity Primary School, the marker may have different roles.

He/she may be the: -

- a) Editor – helping to re-write or improve the next piece of writing/learning
- b) Proof reader – correcting errors and trying to ensure those errors are not repeated again next time
- c) Examiner – grading or levelling work
- d) Monitor – checking work has been done
- e) Assessor – checking the progression and using information to inform future planning

### **3. PRINCIPLES OF MARKING**

Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.

Whenever appropriate or possible, teachers should provide individual verbal feedback to the children. When verbal feedback is given, the work can be marked with  $\surd$  (V) plus one or two words as a reminder as to what has been discussed.

The marking of children's work, either written or verbal, should be regular and frequent.

Teachers should look for strengths before identifying weaknesses when marking work.

Marking should be linked to learning targets/next steps in some cases, even for the most able children.

Teachers should look for opportunities to provide positive public feedback to children concerning work which is a high achievement for a particular child.

Marking procedures and marking standards should be consistently applied across the Key Stage/school.

Children should, wherever possible, have access to the marking criteria and understand the meaning of the marks/markings received.

Parents should have access to the school's marking policy.

Marking practices and procedures should be in keeping with the school's overall policy on Assessment, Reporting and Recording, and in keeping with the variety of ways in which the school recognises and celebrates the children's achievements.

Marks should be used to inform teacher judgements concerning children's progress and to inform teacher records and reports.

Children should be given frequent opportunities to respond to marking. They are invited to respond to the teacher's comments using a contrasting colour/media.

#### **4. OUR SCHOOL'S STAFF RESPONSES**

At Tarleton Holy Trinity Primary School, we hope to convey the following in response to children: -

Praise and encouragement  
Methods of self-improvement  
Motivation  
Creating raised standards  
Encouraging self-evaluation

The methods of good practice are: -

Stickers  
Table/team points  
Setting clear goals/expectations  
Discussion  
High expectations  
Immediate feedback, wherever possible  
Phrasing comments positively

The value of marking to children is: -

Immediate feedback  
Opportunities for discussion  
Providing a way forward  
Target setting  
Opportunities for self-evaluation

At this school, we broaden our audience through the use of: -

Involving other teachers/curriculum co-ordinators  
Involving the rest of the class  
Involving parents and family  
Involving the Headteacher  
Celebration Worship  
Display work

#### **5. HOW DO WE RESPOND TO CHILDREN?**

##### **Written Response**

**ALL WORK MARKED AT TARLETON HOLY TRINITY PRIMARY SCHOOL, WILL BE MARKED IN GREEN by Class Teachers and in BLACK by Teaching Assistants and Supply Teachers.**

The child will be present whenever possible.

The child will be made aware of the assessment criteria at the outset of the lesson and will be aware of the marking criteria used.

The use of highlighting pens can be used to identify good practice (e.g. when the learning objective has been achieved).

Written responses will occur in all subject areas, although some areas require more detailed marking. All work cannot be marked in detail and therefore some will be acknowledged with a tick or brief comment.

Discussions as to the consistency in marking will be regularly reviewed by all teaching staff.

Marking codes can be found within this document.

### **Oral Response**

Oral response is ongoing and is used as the main vehicle for informing and encouraging pupils.

The main aim of oral response is to motivate, inform and encourage. Negative comments will not be used.

Comments will be made: -

- To the whole class
- To the individual child
- To a group of children

### **6. SELF ASSESSMENT – HOW CAN A PUPIL BE INVOLVED?**

- Marking work alongside a pupil
- Developing critical vocabulary where appropriate
- Reinforcing the assessment criteria verbally and through marking
- Talking to children about achievement
- Encouraging pupils to report back on their own work
- Re-capping at the end of the lesson
- Using mistakes as learning points
- Displaying work and explaining why, encouraging pupils to value one another's work
- Setting shared objectives for learning, particularly at the beginning of the lesson
- Using peers to reinforce positive feedback
- "Marking buddies" and peer marking
- Specific codes and Procedures
- Pupils to peer mark or respond to marking in a different colour to their work

Through Assessment for Learning, children can reflect on their work and understanding of the Lesson Objective, for example, by the different faces: 😊 😐 and a straight face. Older children can use a traffic light system if preferred.

Children should complete this task as often as possible, and at least at the end of a unit of work.

### **7. HOW TO MAKE MARKING MORE MANAGEABLE**

Although it is necessary for the teacher to check the work of each child, it has been agreed at Tarleton Holy Trinity Primary School that teachers do not have to mark each child's work in depth every time.

We suggest that one or more the following strategies are therefore used in order to make the marking of pupil's work more manageable:

- Focus on a specific fraction or a specific group of children per day, so that by the end of the week every child has been focussed upon. In this situation it must be recognised that on some days a child's work may therefore be only 'skeleton' marked.
- Marking work with a  $\surd$  (V) if the child has received verbal feedback
- Focus on marking the first paragraph (or 2<sup>nd</sup> or 3<sup>rd</sup>) of everyone's work.
- Mark for certain features only, i.e. mark for full stops and capital letters only
- Mark in class with specific, or a specific group of children. This will mean there will be less pieces of work to mark at the end of the session.
- Use paired marking. Children discuss and mark each other's with a positive comment. Therefore when the teacher comes to mark the work at the end of the session, some of the punctuation/spelling/grammatical errors will already be noted.
- Let the children self mark if the teacher reads out the answers. This method of marking, however, is perhaps the most unreliable. Therefore teachers should still collect pieces of work in to ensure work has been marked correctly, and that assessments can still be done.
- To use TAs as and when appropriate to mark straight forward answers, i.e. mathematics work.

## **8. SYMBOLS**

At Tarleton Holy Trinity Primary School we have agreed to mark work using the following symbols:

### **1. Layout (only applicable to Year 1 and older – when the children are ready).**

- The date is to be written at the left-hand side of the page (outside of any margins), and the name on the right if on loose paper.
- Miss a line before writing the title, which is written in the middle of the page.
- Miss a line before the first line of writing or number work (DUMTUMS).
- In Numeracy the date is to be recorded as numbers. In KS1 this can be recorded as 5/9/13. In KS2 the pupils are to record the full number date, i.e. 05/09/13.
- In all other work the date should be recorded as Wednesday 5<sup>th</sup> September. In some instances, it may be easier for KS1 children to write the date in the simplified numeric form, and progress to writing it fully, as and when they are able.
- In Years 3 and older, all dates, names and titles are to be underlined.
- The symbol \* denotes good practice and  $\uparrow$  indicates a next step
- When showing a 'target' or 'next step' that the child needs to achieve, show the usual positive comment in the same way followed by:  $\uparrow$ Remember...  
E.g \* Well done -  $\uparrow$ Remember to use a new line for each new speaker in direct speech

### **2. Marking in Mathematics**

- Use positive comments and next steps as appropriate.
- Ticks are used to show a correct answer.
- A 'X' is to be used to show an incorrect answer that needs to be corrected.  $\surd$ C is then used when any correction has been completed accurately.
- Existing answers are not to be rubbed out if wrong - Corrections are to be done as near to the original answer as possible, which will then be marked as appropriate.

### **3. Marking of all other work**

Use positive comments and next steps as appropriate.

Symbols to be used when marking work in KS2 or when appropriate;

\_\_\_\_\_ underline spelling mistakes, when appropriate write the correct spelling in full above (or in the margin) with 'Sp' to show that the word needs to be recorded in the child's Spelling Log / Word Book. Some children will be able to find their own 'correct spellings' according to age and ability.

? - does not make sense

/ - new line is needed

// - new paragraph is needed

O – a ring around a mistake will show that a capital letter or punctuation mistake has been made

↑ - a next step

\* - good practice

In Literacy, where children have produced work with a teacher / teaching assistant, it should be clearly labelled on the work (i.e. Guided / Group / Teacher etc.)

Teachers in KS1 can begin to introduce these symbols as and when they feel appropriate.

### **4. Marking against the Learning Objective**

In order to let the children know whether or not they have achieved the Learning Objective of the lesson within their work we have agreed to use the following symbols, along side the ones already mentioned:

To show that the child has achieved the objective:

\* L.O. ✓

A copy of the symbols will be displayed in each of the Key Stage 2 classes (see next sheet).



## The Marks on your work...



\* shows good practice

↑ shows next step

\*LO√ shows that you have met the lesson objective

√(V) shows that your teacher has given you some verbal feedback on your work

**In written work, these are the following symbols that your teacher will use:**

\_\_\_\_\_ underline spelling mistakes with 'SP' in the margin to show that the word needs to be recorded in your Spelling Book. Sometimes you will be able to find your own 'correct spellings'.

? means this does not make sense

/ means a new line is needed

// means a new paragraph is needed

O - a ring around a mistake will show

you have made a capital letter or a punctuation mistake.



**In Mathematics, these are the following symbols that your teacher will use:**

√ means you've got it right!!

X means you haven't got it right yet

√C means that you've got your correction right

*Tarleton Holy Trinity  
Church of England (Aided) Primary School*



**Document reviews**

We are aware of the need to review our school's documents regularly so that we can take account of:  
new initiatives, changes in the curriculum, developments in technology etc.

This policy was reviewed in September 2016

and will be reviewed again in September 2017

Signed by:

Member of staff responsible for this policy

.....

Governor responsible for this policy

.....