

# CALSHOT PRIMARY SCHOOL

## Marking Policy



'At Calshot we aim to provide the highest quality of learning and care for ALL children in a safe and enjoyable environment, nurturing personal values, in partnership with parents, carers and the wider community. We expect everyone in our school to strive to achieve their full potential.'

### **Marking is:**

- A process that involves responding to pupils' work through written and oral comments in order to move learning forward, whilst at the same time improving confidence and self esteem
- A method of identifying strengths and areas for improvement

### **Principles on which the policy is based:**








- Learning objective (WALT for FS) should be shared at the beginning of each lesson, unless this interferes with the planned learning process for the lesson (the learning objective to be written at the beginning of each piece of work (Y1 - Y6)
- Verbal feedback during and after a lesson is encouraged throughout the school
- Marking should normally take its focus from the learning objective (see appendix for marking codes)
- The tone of any comments should essentially be positive and supportive, whilst at the same time constructive in terms of moving learning forward
- Use of stamps and stickers are encouraged throughout the school
- Error making should be viewed as part of the learning process and should be used to inform Assessment for Learning
- Written comments should be neat and legible
- Pupils should understand the marking policy used within school and they should respond and take action on the basis of the marking; it should enable them to evaluate their own learning and move it forward
- 'Next Step' comments provide pupils with opportunities to reinforce a skill/concept, which they have struggled with, or extend a skill/concept further, if they have displayed proficiency in this area (from Year 1 to Year 6, there should be evidence of 'Next Step' comments at least once a week in Mathematics, English and Science Books, which the pupils will respond to)
- Pupils who complete extra work alongside the teacher, due to the need for reinforcement, should do so in their books, wherever possible, as it is clear evidence of the learning process
- Marking should support teachers to assess the learning of individuals, groups and at times the whole class, which will provide a starting point for future learning
- In the Early Years Foundation Stage, wherever feasible, marking should take place alongside the pupil, so that comments can be discussed and explained

### **Pupils' role in the marking process:**

- marking should encourage pupils to read comments and subsequently take responsibility for improving their own learning
- self-checking skills should be developed so that pupils can correct, extend and improve their own work
- pupils should mark their own/others (self and peer assessment) work on occasions, but teachers should monitor this closely, so that opportunities for Assessment for Learning are not missed [from Year 1 to Year 6, all pieces of work should be self assessed using the 'Traffic Light' system]

## Marking Codes and Guidance for English

(some of the below may not be applicable to the EYFS)

Code	Meaning
	Correct answer or positive aspect of work/writing
	Incorrect answer
	Missing word or phrase
sp <u>sed</u> 'said'(x3)	Incorrect spelling underlined and 'sp' in the margin - correct spelling to be written out three times by the pupil, if the teacher writes the spelling within inverted commas at the bottom of the page followed by (X3)
/	Finger space between words
	Finger space between words (EYFS only)
A a	Insert capital letter if it is missing
	A phrase/sentence with a wiggly line underneath and a question mark above it, indicates that it does not make sense
(WS)	With support
//	New paragraph
	Learning objective met
	Learning objective not met
<u>NS</u>	Next Step

If a pupil is absent, please record this in their book alongside the date and LO (eg 14/09/17 - Absent - To describe a setting using a range of adjectives)

Stickers and HPs to be given when appropriate; in order to reward positive work and learning attitudes

In SPAG Lessons a 'Next Step' comment, linked to the LO, will be utilised - 'Next Step' comments provide pupils with opportunities to reinforce a skill/concept, which they have struggled with, or extend a skill/concept further, if they have displayed proficiency in this area (eg 'Circle the odd one out: run - tall - sleep' or 'Write a sentence which includes a (manner) fronted adverbial')

For the main sustained piece of writing during the week (normally Big Write or writing completed on a Friday) - a positive comment which praises an aspect of the writing, not linked to the LO (eg 'Super use of adverbs Sahej') and if necessary, a comment to prompt improvement (eg 'Great use of exclamation marks Harry, maybe next time you could include an ellipsis') - a sentence/paragraph will then need to be highlighted with a yellow highlighter and this indicates to pupils that they need to rewrite and improve this section of their writing

If the pupil has experienced significant difficulty in the lesson, the teacher will revisit the learning with the pupil and any reinforcement work will need to be evident in the pupil's book

For other pieces of work, a positive comment to recognise the pupil's effort is all that is required and it can relate to the task (eg 'Excellent planning Paul' or 'Brilliant contribution today Sarah')

### Marking Codes and Guidance for Mathematics

*(some of the below may not be applicable to the EYFS)*

Code	Meaning
✓	Correct answer
✗	Incorrect answer
WS	With support
⊙	Learning objective met
○	Learning objective not met
<u>NS</u>	Next Step

If a pupil is absent, please record this in their book alongside the date and LO (eg 14/09/17 - Absent - To convert a mixed number to an improper fraction)

Stickers and HPs to be given when appropriate, in order to reward positive work and learning attitudes

The above will be followed by a general positive comment ('Excellent work Gemma') or a more specific positive comment in relation to the task ('Terrific partner work Sahej' or 'Fantastic investigating Artis').

If the pupil has experienced significant difficulty within the lesson, the teacher will revisit the learning with the pupil and any reinforcement work will need to be evident in the pupil's book

At least once a week a 'Next Step' comment will need to be utilised - 'Next Step' comments provide pupils with opportunities to reinforce a skill/concept, which they have struggled with, or extend a skill/concept further, if they have already displayed proficiency in this area (there should be evidence of 'Next Step' comments at least once a week in Mathematics Books, which the pupils will need to respond to)

### Marking Codes and Guidance for Science

*(some of the below may not be applicable to the EYFS)*

Code	Meaning
WS	With support
✓	Learning objective met
○	Learning objective not met
<u>NS</u>	Next Step
Ⓟ	Question asked - child answered correctly (EYFS only)
?	Question asked - child answered incorrectly/no answer (EYFS only)
If a pupil is absent, please record this in their book alongside the date and LO (eg 14/09/17 - Absent - To understand the difference between reversible and irreversible change)	
Stickers and HPs to be given when appropriate, in order to reward positive work and learning attitudes	
The above will be followed by a 'Next Step' comment, which will be appropriate to the pupil's ability - 3 differentiated steps, eg 'The heart is a _____ and pumps blood around the body' (LAP), 'What are the vessels called that carry blood away from the heart?' (MAP) and 'What are the names of the heart's two chambers?' (HAP)	

## Marking Codes and Guidance for Foundation Subjects

Code	Meaning
WS	With support
✓	Learning objective met
○	Learning objective not met
If a pupil is absent, please record this in their book alongside the date and LO (eg 14/09/17 - Absent - To locate and identify continents on a world map)	
Stickers and HPs to be given when appropriate, in order to reward positive work and learning attitudes	
The above will be followed by a general positive comment ('Excellent work Jay') or a more specific positive comment in relation to the task ('Terrific partner work Isabelle' or 'Fantastic investigating Ria').	

This policy was ratified by the 'Achievement and Curriculum Committee' on 28<sup>th</sup> September 2017