

Nevill Road Junior School

Marking Policy



Aims and Expectations

- to ensure that all teachers mark work in a consistent manner
- to ensure that all children are given "next steps in learning" to help them to move forward
- to enable everyone to know what they need to do in order to improve
- to work together so that people can express their ideas in a supportive manner
- to develop the ability of children to self-reflect and be self-critical
- to develop an ethos of constructive criticism, where it is acceptable to fail in order to move forward

Marking should be supportive and should aim to identify "next steps in learning" so that children are clear of how to improve their work and of what they need to do next to master a skill or concept.

It should also refer to the school's "Non-negotiables" (see Appendix A).

Methods of marking

There are different methods of marking work.

Some work may be marked by the children, some work will have key concepts marked, whilst other pieces of work will be marked in detail.

Children's marking

If children mark (or edit) their own/others' work then it should be done using a pencil or a coloured pencil crayon so that it stands out from the original writing/maths.

Teachers should then look through the marked work and record where children have exceeded expectations or need additional support. This will inform future planning.

At the end of a piece of work in Year 3, children should record their confidence with the content of the lesson by using an age appropriate method of self-assessment e.g. underlining the Learning Objective in green, yellow/orange or red; putting a green, yellow/orange or red dot; or drawing a smiley, straight or sad face.

Once the children have moved into Years 4-6 the Learning Objective should always be underlined using the correct colour, as in the "Non-negotiables"

Children should be encouraged to engage in dialogue with the teacher by responding to any teacher comments at the end of a piece of work. Time must be built into future lessons for children to read, respond to and action next steps identified in the marking.

These points apply to all types of work, whether English based or Maths based.

Teachers' marking

Written work

Within English lessons, all written work should reference the Learning Objective for the lesson.

Different genres may include the creation of a checklist which could be prescribed by the teacher, generated with the children or a combination of both. If using this checklist, it will then be visible and referenced throughout the unit on the working wall, in books, in the middle of the table or on the board.

Lessons should progress so that they lead to a significant piece of writing being produced by the children. This will be marked using the marking key (see Appendix B) which should be available to children at all times e.g. laminated and in boxes on the tables.

Please note that ***not all errors will be identified*** in a piece of writing. Those that are picked up will reflect the focus of the lesson.

Extended pieces of writing will be marked using "Green is good; Pink think".

Excellent use of punctuation, vocabulary and sentence structure will be highlighted using a green highlighter pen. Errors or omissions will be highlighted using a pink highlighter pen. No written comment needs to be made.

Following this marking children will be given time to edit and redraft their work, acting on the identified areas. The edited piece of work should then be commented on so that the children know what they have done well in that process.

It is ***vital*** that time is built into lessons to enable the children to reflect on the marking comments, what they have learnt and their next steps in learning, otherwise the marking process is ineffective and a waste of time. Identified next steps must be acted upon in future pieces of work and this should be commented on in future marking.

If necessary/where appropriate statements and examples should be given to help children.

When marking extended pieces of writing, a minimum of 10 books should be marked each time so that all books are marked in detail over the maximum of a 3 week period.

Written work in other subjects

There should be the same expectations for the quality of written work in topic and science lessons as in English lessons.

The marking key (Appendix B) should be followed to identify incorrect punctuation or where improvements in vocabulary and sentence structure can be made.

If the Learning Objective has been met it can simply be highlighted in green.

If it has not been met then a question to encourage the children to think about the Learning Objective or a next step linked to the marking key or "Non-negotiables" should be written.

Maths work

Marking in Maths should also give a "next step" in learning and should not just be a "good", "well done" or "LO achieved".

Children should be given examples to help them understand their misconceptions or a challenge to move their learning on.

They should also be given time to reflect on their work and learning, correct errors and acknowledge where they went wrong.

Avoid closed questions such as "Can you see where you went wrong?" Instead try to use statements like "Check carefully and try to work out where you went wrong." This can help children to recognise their mistakes.

General comments on marking

It should be noted that it is not policy to mark every piece of work in depth.

It is not our intention to correct every single spelling and punctuation error in a piece of writing as this can be demoralising and cause children to lose confidence.

The phrase "See me" should be avoided, with wording such as "I will explain this to you more fully tomorrow" or "Come and talk to me about this" used instead.

If it becomes apparent from a scrutiny of children's own marking that there is a large proportion of the children who need further support, then the teacher will not write the same comment in all the books but will work with the group of children to cover the misconceptions and move them on.

This can be identified in a variety of ways, for example use of different colours or symbols so children know which work to start in the next lesson or notifying the child that they will "work with X" next time.

Monitoring

The Headteacher and subject leaders monitor the effectiveness of this policy on a regular basis, reporting to the Governing Body on it and if necessary, make recommendations for further improvements.

Review

The staff team will review this policy annually. It will be formally adopted at a full governing body meeting.

Policy agreed: _____

Signed:

Headteacher *Sheila Harrison*

Date: 20/11/14

Chair of Governors *Richard Reece*

Date: 20/11/14

Nevill Road Junior School

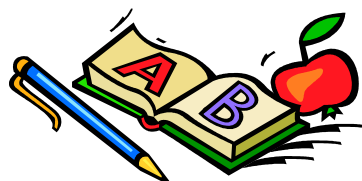
Our Non-Negotiables



At Nevill Road Junior School we take pride in our work.
We like to make every piece of work the very best we possibly can.

In order to achieve this there are some things that we always try to do:

- Complete all our written work in pen.
- Use neat joined handwriting at all times.
- Underline the date and Learning Objective
 - Initially in pencil in Year 3; moving on to the same as the other years after February half term.
 - In green/orange/red to show our understanding in Years 4, 5 and 6.
- Cross mistakes out using one line, drawn in pencil and using a ruler.
- Not doodle anywhere on our books. If we do then we have to cover our books in plain paper supplied by school.
- Make sure that we write as neatly as our teachers know we can because if we don't they will make us start again.
- Complete all drawings and diagrams in pencil.
- Use pencil at all times in our Maths books.
- Put one number in one square in our Maths books.
- Use a ruler and draw along the lines when completing graphs and column calculations in Maths.
- Take time to read, reply to and act on the comments that our teachers write in our books.



Appendix B - Marking Key

Type of change required (if appropriate)	Code	What Pupil Can Do
Spelling mistake	Underline the spelling mistake Write SP in the margin	Use dictionary /clues from teacher/word lists. Look/Cover/Write.
Missing Word / Omissions	^	Put in the missing item
Punctuation	Write P in the margin	
Capital letters	Circle the incorrect letter	
Meaning not clear	Squiggle line across or down	Read it out to a friend/get friend to read to you, to find out what is not clear. Rewrite.
New paragraph needed	//	Put paragraphs in when re-drafting
I like this	✓ or comment	Continue with this strategy
Choose a better word	V (for Vocabulary)	
For lengthy pieces of writing	Green = Positive Pink = Next step or needs improving	
Codes to use in books:		
S (in a circle)	Supply Teacher	
T (in a circle)	Child had Teacher support	
TA (in a circle)	Child had support from Teaching Assistant or other adult in the lesson	
VF (in a circle)	Verbal Feedback was given to the child	