



The Reginald Mitchell Primary School

Marking Policy

Rationale

To ensure that all children have their work marked in such a way that it will improve their learning, develop their self confidence, raise their self esteem and provide opportunities for self assessment. As a result of this policy there will be greater consistency in the way that children's work is marked across the school.

Principles

- Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback
- During guided work teachers should provide individual verbal feedback to children and annotate their work with **VF**
- Teachers should aim to mark one independent English and Mathematics group per day (**focus marking**) when appropriate.
- The emphasis on marking should be on a child's achievement relating to the Learning objective /Success Criteria and how to improve their next piece of work and next steps. By identifying in pink you are pinpointing excellence and meeting of objectives (**tickled pink**). By identifying in green you are pinpointing work that needs to improve (**green for growth**).
- Teachers should look for opportunities to provide positive public feedback to children concerning work that is a high achievement for particular children
- Marking procedures and marking standards should be consistently applied across the whole school
- Marking rewards can be given for achieving the success criteria. E.g. Team Points, Stickers, Stamps etc. This can be indicated on the marking.
- There should be occasions where it is appropriate for pupils to mark their own work and to comment on it, particularly in Key Stage 2. Assessment for Learning is an essential skill which all our children should use to improve their work throughout our school.
- Pupils when responding to work should use the **purple pen of power**.

Guidelines

- Independent work should be clearly marked with an **IW** supported work should be clearly marked with **AW** (assisted work) and **GW** for group work. Early years will also include **BB** (busy bee learning) and **AD** (Adult directed). Work also needs to be demarcated if the work starts at **AW/GW** then becomes **IW** ie **AW** then **IW**
- Marking against the Learning objective/Success Criteria should be identified in pink or green.
Tickled pink = the children have achieved or are working towards the Success Criteria.
Green for growth = an area for children to develop/improve for next time/next steps. This could be handwriting, spelling, punctuation, paragraphs etc. All marking needs to focus on learning.
- Where there are repeated, incorrect spellings, the first mistake only is identified in green at the bottom of that piece of work. The child is then expected to find this word in their work and correct using their purple pen of power.
- A vertical green line should be inserted to indicate where a new paragraph should begin. All other misconceptions marked in green.
- When correcting Maths work, any wrong answers should be identified in green and corrections written alongside by the children
- Children should have time, timetabled into the daily routine, to follow up marking comments/correction, e.g. 'Fix It Time'.
- Spelling mistakes must be corrected in all work (focus on HF/individual spellings)
- In KS1 and for non-readers work in KS2 work is to be marked using the marking symbols (refer to prompt sheet). Marking symbols may be used in the success criteria for learners in the Early Years. For HA readers in KS1 replace symbols with written feedback when appropriate. Symbols are to be placed in the margin of where the error lies.
- All written comments are to be in the cursive script used by the school.

Target Marking

- A **group** of children's work will be marked in detail each day so that by the end of the week each child will have a detailed written response to their work.
- The teacher will use their professional discretion when marking the remainder of the children's work, ensuring that all work has been given the appropriate recognition.

Monitoring and evaluation

Senior leaders will gather samples of work from each class to monitor the implementation of this policy.

The performance indicators will be:

- An improvement in children's attainment
- Consistency in teachers' marking across the whole school
- Pupils will be aware of expectations and marking criteria

Updated January 2018

This policy will be reviewed in September 2018.