



Marking Policy

1. Introduction

This document was developed, following a review of existing material. The purpose of this policy is to ensure a consistent approach throughout the whole school.

The Marking Policy was developed and agreed by the whole staff. The policy was ratified by the Board of Governors. The implementation of the policy is the responsibility of all staff.

2. Aims

Children are valued and encouraged to strive for self improvement whilst remaining sensitive to the needs of others. It is important that all pupils are prepared to live in a diverse society. Marking of children's work is an important means of assessment and provides positive feedback to teacher and pupil. Marking enables us to measure achievements as well as guide future teaching and learning points. In Holywood Primary School we mark to assure children that we value their work, and to motivate them. We mark to assess each individual's work, to identify areas for improvement and to help teachers to plan for future lessons. The degree of maturity and ability of the child will affect the form and nature of marking.

Increasingly we share the criteria for marking with children. Research shows that provision of a mark or a level alone does not promote children's progress.

3. The Purpose of Positive Marking

- To provide information about the pupil's knowledge and skills
- To identify areas which need attention
- Foster effective learning
- To inform future planning, learning and teaching
- To value and encourage pupil's self-esteem
- To monitor progress

4. What do we mark and how?

Please refer to **Appendix 1** for an overview of each Year Group.

5. Oral responses to children's work.

We should always be aware that our spoken response to a child's piece work is a powerful form of feedback and 'marking.' A great deal of verbal marking takes place in the form of comments and discussion. We recognise achievement and make positive comments in subjects such as Art, Music, ICT, the World Around Us and Physical Education.

6. Making our marking effective.

When we return work to older children we will give them a short time (two-three minutes) to read our comments and think about the targets they need to work towards. Teachers relay feedback information verbally to younger children.

How we involve the children.

This is done in various ways. Some examples are:-

- Shared Learning Intentions and Success Criteria (What I'm Looking For) so that learning is clear **W.I.L.F.** – which is an abbreviation for **What I'm Looking For**.
- Through a standard type of Learning Intentions. **W.A.L.T.** – which is an abbreviation for **We Are Learning To**.
- By inviting children to think of what it is they have to do in order to succeed (Ethan, when you have finished the writing, how will you know if it is good? What will you be looking for?)
- Fluent writers in Key Stage 2 may be able to write their learning targets in their book.
- **Assessment for Learning (AfL)** techniques e.g. In Key Stage 2, 2 stars and a wish i.e. the teacher gives feedback to pupils, two things that are successful, and one wish of an improvement. (Foundation Stage may give feedback of 1 star and a wish. Key Stage 1 provide feedback 2 stars and a wish each half term.)
- Supportive written comments
- Literacy e.g. KS2 comprehension highlight :-
 - Green – answers that are correct
 - Blue – answers that require more detail
 - Orange – answers requiring improvement or to be corrected i.e. on opposite page pupil corrects spelling/ punctuation/ incorrect answer
- Questions relating to the work focus
- Constructive comments which include phrases e.g. 'can do', 'understands', 'has difficulty with', 'completed independently', 'completed with help / support' etc.
- Time targets for pupils with challenging behaviours or those who have difficulty staying on task.

Rewards

To motivate and reward children for their effort and work, each year group consistently gives out the same rewards. Good presentation should be a priority and should be commented on regularly. Neat, clear and logical recording is encouraged from the earliest opportunity.

Rewards may include:

- A visit to another teacher, Head of Key Stage, Vice Principal, Principal for commendation.
- A public word of praise in front of a group, a class, a year or the whole school.
- Merit Badges, Stars of the Week or class points.
- Marks and assessments.(e.g. weekly, monthly, end of a topic or term)
- Stickers, stars, star charts, stamps or certificates.
- Stamps in books.
- Items on display boards in school or the school website
- Use of school reports to comment favourable achievements.

Special Needs

In addition to teacher support, a number of Classroom Assistants provide support for children with Special Needs as directed by the Class Teacher and Learning Support Co-ordinator.

Children with specific learning difficulties in both English and Mathematics will have detailed individual learning plans, which will be found on their Personal Learning Plans (PLP).

7. Marking and Assessment.

Assessments are carried out throughout the school year.

Assessment methods used at present are clearly set out in **Appendix 2**

The cycle of Assessment is reviewed annually and amended accordingly.

8. How Children's progress is reported to Parents.

It is important that we inform parents of our strategies. We will do this:-

- By talking to parents during timetabled parental consultations and on other occasions when required during the year.
- Completing a detailed end of year Annual Report

9. Staff Roles.

School Management Team (SMT)

- To ensure marking is consistent throughout the school.
- To ensure that the Marking Policy of the school is being effectively implemented.
- Adequate resources and training are available for development.
- To monitor the quality of marking. e.g. Half termly 'Book Scoops'
- To assess the quality of teaching, learning and assessment through marking.
- To lead a whole school approach to marking and keep Governors, staff and parents well informed.

Board of Governors

- To approve, ratify and monitor the Marking Policy.
- To ensure that they are well informed about standards in Marking.
- To be familiar with the types of information gained from marking and assessment.

Class Teachers

- Develop an atmosphere in which children are motivated to learn from mistakes and targets given from marking.
- Challenge and support all children to do their best.
- Have a thorough and up-to-date knowledge of the marking policy for the school.
- For marking to reflect individual children's needs.
- Keep comprehensive records of children's work.
- Use marking and assessment data to set targets and give children clear and constructive feedback.

10. Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their race, gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial or any other form of intimidation and harassment to achieve their potential.

11. Review

The Governors, Principal and staff will review and amend this policy when required.

Devised 2004
Revised Term 2 2012
Revised Term 3 2017
Revised Term 2 2020

Appendix 1

MARKING OVERVIEW

FOUNDATION STAGE

(N.B. All work is marked regularly. A range of coloured pens are used to mark and write comments on pieces of work.)

| | PHONICS/ SPELLING | SECRETARIAL | INDEPENDENT WRITING | HANDWRITING | NUMERACY |
|--|--|--|--|---|--|
| P1 | Tick the correct words. Use encouragement stickers and/or words. | Words – ticks are given to show that words are known. A dot indicates an incorrect answer. Use of encouragement stickers and / or words. | Work is ticked and encouraging stamps or stickers used. | Incorrect letter formation is corrected with the pupil. Extra practice is given where it is felt necessary. | All work marked with a tick for correct and a dot for incorrect. Stamps and stickers used for encouragement and oral comments given. |
| AFL - One star and a wish - The teacher also gives oral feedback each week to pupils in one aspect of Literacy that has been successful and one wish for an improvement (or similar) | | | | | |
| P2 | Tick the correct words Put dots if incorrect and highlight to children Use of encouragement stickers and/or words. | Highlight the incorrect word. Tick the correct words. Use encouragement stickers and/or words. | Correction of spellings the children should know. Sentence structure corrected with child. Some independent attempts are corrected, others are not. Encouraging stamps or stickers used. Independent work stamp also used. | as above. | Put dots at mistake. Allow the pupil to correct. Spend time reinforcing concept with a pupil. Use of stamps, stickers and praise. |
| AFL - One star and a wish - The teacher also gives feedback each half term to pupils in one aspect of Literacy that has been successful and one wish for an improvement. (or similar) | | | | | |

KEY STAGE 1

| | PHONICS/ SPELLING | SECRETARIAL | INDEPENDENT WRITING | HANDWRITING | NUMERACY |
|--|---|--|---|--|--|
| P3 | Weekly and monthly tests marked by teacher. Stars / sticker awards. 5 = small prize | Known words written by teacher to correct. Work marked with children where possible. Incorrect spelling of known words corrected above the word. Encouragement stickers and comments awarded. Work marked or comments given according to Learning Intention. | Spellings of words they should know. Sentence structure and vocabulary corrected with child. Words spelt phonetically will be corrected in pencil if the meaning is unclear. Encouraging comment and stickers used. | Incorrect formation of letters is corrected on top of or beside letter. Individual extra practice of letter formation when required. | Number facts tested on a weekly and monthly basis marked by teacher. Put dots at a mistake. Allow pupil to correct. |
| AFL - Two stars and a wish - The teacher also gives feedback each half term to pupils in two aspects of a Literacy activity that have been (or similar) successful and one wish for an improvement. | | | | | |
| P4 | Activities done daily and often recorded on whiteboards. Weekly and monthly tests in books. Corrections done at home. | Correct work ticked. Mistakes corrected by teacher, preferably with the child. Brief comment and/or incentive stamps used. | Spellings of words they should know. Sentence structure and vocabulary corrected with child, if possible. Good use of ideas and vocabulary highlighted. Encouraging comment and stickers used. | Particular attention paid to letter formations and specific correction of joining letters using cursive writing style. | Correct answers ticked. A dot indicates a mistake, to be tried again and then corrected. Monthly tests marked by teacher. Mental Maths - class mark each others, scores noted, stamps on page. |
| AFL - Two stars and a wish - The teacher also gives feedback each half term to pupils in one aspect of a Literacy activity that have been (or similar) successful and one wish for an improvement. | | | | | |

KEY STAGE 2

| | | | | | |
|---|---|--|---|--|---|
| P5 | <p>Marked by teacher. Weekly test corrections X 5 at home. Stars/ reward stickers for encouragement</p> | <p>Correct work ticked. Mistakes corrected by teacher, preferably with the child. Comment or incentive stamp. Traffic lights for self evaluation.</p> | <p>Correct spelling of words which should be known. Sentence structure and vocabulary corrected with child where possible. Good ideas and vocabulary noted and highlighted by e.g. extra ticks. Encouraging comment on a good aspect of the work and an area of possible improvement noted.</p> | <p>Encourage correct formation and joining.</p> | <p>Correct answers ticked. Mistakes marked with a dot. Corrections completed for those questions which are incorrect. These are marked using either different colour of pen or a tick with 'c' beside it. Mental Maths marked by children, score noted and corrections completed if score is 8/10 or less. Traffic lights used in various areas of mathematics for self evaluation.</p> |
| <p>AFL - Two stars and a wish - (or similar) The teacher also gives feedback each half term to pupils in two aspects of a Literacy activity that have been successful and one wish for an improvement.</p> | | | | | |
| P6 & P7 | <p>Marked by teacher. Weekly/monthly tests marked by teacher. Corrections maximum completed P6 – 5 P7 - 5</p> | <p>On occasions children mark some grammar activities (both self and peer). Teachers will check marking. Reading activities, novel work, group guided reading marked by teacher.</p> | <p>Children are encouraged to check own spellings and use dictionaries. AFL - Using success criteria and some self assessment strategies used.</p> | <p>Wrong letter formation indicated. Good presentation encouraged.</p> | <p>Children mark some work. Teacher monitors and ticks. Dot indicates a mistake. Emphasis put on correct labelling as appropriate to specific questions. Weekly/monthly tests marked by teacher. Mental Maths and Number facts marked by children but checked by teacher.</p> |
| <p>AFL - Two stars and a wish - (or similar) The teacher also gives feedback each half term to pupils in two aspects of a Literacy activity that have been successful and one wish for an improvement.</p> | | | | | |



COMMON MARKING GRID

All Key Stage 2 staff have agreed to mark written activities as described below.

| | |
|---------|---|
| ✓ | Correct answer |
| • | Incorrect answer |
| • ✓ | Corrected mistake (tick in different colour or add 'c' after tick) |
| ✓ ✓ | Very well written / good vocabulary or phrase |
| TA work | Teacher assisted work / stamper |
| VF | Verbal feedback given / stamper |
| SP | Common misspelling |
| // | New paragraph should be taken |
| LIA | Learning Intention Achieved / stamper / sticker |

Appendix 2 ASSESSMENT OVERVIEW P1 –P7 (reviewed annually).

Please also refer to:-

- Current Action Plan devised by the Assessment Co-ordinator.
- Areas of development in Assessment which are detailed in the School Development Plan. (SDP)

N.B. Each pupil has an Assessment file containing Literacy and Numeracy classwork which has been marked and levelled by the class teacher in accordance with current CEA levels.

ICT Levels are also recorded.

| YEAR GROUP | ASSESSMENT | MONTH |
|---|---|-----------------------------|
| PRIMARY 1 | Observations – also recorded using various forms of technology. | Throughout the year |
| PRIMARY 2 | Observations – also recorded using various forms of technology. | Throughout the year |
| PRIMARY 3 | PTE/PTM / SWST | May September |
| PRIMARY 4 | PTE/PTM / CAT / PASS SWST Class tests | May September ongoing |
| | End of Key Stage 1 Assessment Levels in Numeracy, Literacy & ICT | |
| PRIMARY 5 | PTE/PTM / PASS SWST Class tests | May September ongoing |
| PRIMARY 6 | PTE/PTM / CAT / PASS SWST Class tests | May September ongoing |
| PRIMARY 7 | PTE/PTM / PASS SWST Class tests | May September ongoing |
| | End of Key Stage 2 Assessment Levels in Numeracy, Literacy & ICT | |
| <p>Testing used by Learning Support Co-ordinator</p> <p>Tests carried out throughout the year with pupils P2-P7 where concerns have been raised by teacher.</p> <p>Education Authority and parents consulted.</p> | <p>SALFORD TEST (P2 upwards) (reading)</p> <p>READING RECOVERY INITIAL TESTS (P2 upwards and where relevant) (initial sounds, high frequency words, dictation, Duncan word Test, running records to get book levels, concepts about print)</p> <p>VERNON SPELLING TEST</p> <p>BRITISH ABILITY SCALE P4 – P7 (vocabulary)</p> <p>NEALE ANALYSIS when required (comprehension / decoding)</p> | |