



Fairfield Community Primary School Marking Policy

The aim is to raise the quality of learning and attainment of pupils at Fairfield Community Primary School by adhering to a coherent and cohesive policy that celebrates children's achievements. It is the aim of all teachers and Learning Support Staff to ensure marking is effective and purposeful and supports children's learning.

This marking policy is the product of the monitoring of children's work in each class, outcomes from work scrutiny reports, SLT/Key Stage and whole staff meetings.

The Aims and Principles have been discussed and agreed and the policy will be reviewed regularly.

Principles

At Fairfield Community Primary School we believe that our marking should:

- Be effective and purposeful
- Be positive and constructive, making every opportunity to use praise.
- Show clearly the standard expected. For example, by the use of modelling.
- Identify to the children and their parents, what is being taught, what has been learnt, and shows the next steps or targets.

Marking can be done from three viewpoints:

1. The child to encourage, praise, challenge, motivate and identify targets/next steps.
2. The Teacher to inform planning and the next steps of learning.
3. The School to ensure consistency and progression.

Marking Policy

Our Marking Policy is designed to give all Teachers and Learning Support Staff clear guidance of what is expected with regards to marking children's work.

- Work books are used in both Key stages for work to be recorded down in core and foundation subjects.
- Children's work must be marked and when possible, in KS1, with the child present.
- Every piece of work should either be acknowledged or talked about with children. When this happens, the use of a 'V' for verbal comments should be written on the work.
- Staff will acknowledge the work has been looked at by a sticker, a written comment or by initialing at the bottom (In KS2).
- Work will be marked in a coloured pen different to that of the piece of the work so that comments can be easily identified. Positive comments in green and questions or corrections in pink (KS1) or red (KS2).
- When books are marked, the piece of work should be discussed/corrected together with the child where possible, or comments made should be read by the child or to the child to ensure that s/he fully understands what has been written.

- Teacher led guided sessions will be used for children to reflect on marking and respond to it.
- The learning objective should be clearly recorded either stuck in books or written out at the beginning of a piece of work, appropriate to the age and ability of the child.
- Teachers will share clear learning intentions and success criteria at the beginning of the lesson.
- Marking/feedback will sometimes reflect on the learning intentions/success criteria through a next step comment in English, Maths and Science and it is expected that these will appear either once a month or once per unit of work (approximately).
- Next steps or moving on comments may be: an extension of work already completed; an example asking a child to apply new knowledge; or an example of success criteria not met in the work produced. There should be evidence that a child has responded to these.
- Positive and encouraging comments should always be used indicating successes and room for improvements.
- Where a piece of work is totally unacceptable then this should be indicated, showing by example the improvements needed. If the required standard of work has not been met, then children should do the work again in their own time, either at lunchtime or for homework, with an explanation for the parents provided.
- Common misconceptions may be a focus for plenary discussions or talk partners.
- Marking Ladders/ Success Criteria will be used. Children will be taught to self/peer assess work however the teacher will set the next step for improvement.
- Extended writing should be written per unit of work to show progress with cross-curricular links also. Extended writing pieces of work could be marked using success criteria to indicate next steps in the child's learning.
- Challenge stickers should be seen regularly for children who continuously meet the learning objective to show next step progression.

Marking of Spelling

- A maximum of three high frequency/taught words will be corrected in each piece of work across the curriculum. These will be indicated within the work and the correct spelling will be written out at the bottom of the work, preceded by 'Practise' or Sp x 3.
- Children will practice each spelling three times.

Marking of Presentation

- Standards of presentation should be regularly discussed with reference to the school's Presentation Policy to ensure high expectations are maintained.

Levels of Marking (see attached code for marking)

There are three levels of marking to be used, all in relation to the learning intentions.

1. Written comments of praise with next steps set for pupils to act upon.
2. Self and peer assessments.
3. A 'V' followed by: initials of the adult or a key word of what has been discussed.

The following additional methods may be used to mark and give value to children's work –

- Smiley face, stars, stamps or stickers.
- Work shared with other class members/talk partners.
- Work shared with other staff/ classes.
- Star Writer of the week award / Head Teacher award
- Other rewards or certificates of merit.

Fairfield Community Primary School Marking Code (Aspects may apply only to individual key stages)

Marking Symbols



IL You have met the learning objective.

IL You have nearly met learning objective

IL You have not met the learning objective.

SA Self-Assessment followed by child's initials.

PA Peer-Assessment followed by child's initials.

R Remember...

T Target met and recorded on target card.

S Supported work followed by the initial of the adult.

V Verbal feedback given.

c Correct a mistake.

 Incorrect spelling. Practise three times.

 Missing word or letter.

 Correct or fill in the missing punctuation.

// New line or paragraph.

Policy	Marking Policy
Last Reviewed	July 2019
Ratified by Governing Body	