



Marking Policy

Mission Statement

At Carleton Green Community Primary School we aim to provide a stimulating, caring and harmonious environment in which all individuals feel valued and are encouraged along their journey to reach their personal potential. We strongly believe that we are preparing children to participate and contribute to both their local and wider communities. Our continuing success depends on a partnership with them and between children, their families, school staff and governors.

Aims

Our aim at Carleton green is to ensure that work is quality marked. This will enable us to:

- Assess and monitor what the children have understood and use this to inform future teaching and planning.
- Give praise for achievement, demonstrating that we value the children's work/effort, thus involving the children in their own learning.
- Involve sharing learning goals with pupils.
- To help pupils to know and to recognise the standards they are aiming for.
- Involve pupils in self assessment.
- Provide feedback which leads to pupils recognizing their next steps and how to take them.

Principles of Marking at Carleton Green

Teachers and pupils should be clear about the learning outcomes of a task/lesson and the criteria for success. Marking should link back to the learning outcome of the lesson, giving the children an indication of achievement in the lesson to the child.

Teachers will provide constructive suggestions about the ways in which the pupil might improve and develop their work, providing opportunities for prompt and regular, written or spoken dialogue with the pupil.

Oral Feedback

Feedback will be teacher to pupil, pupil to pupil, involving dialogue. Pupils and teachers should always be clear about the lesson/task outcomes and expectations before starting.

Some examples at our school:

- Questioning children
- Self evaluation – thumbs up, down or sideways, traffic light colours.
- Send to another member of staff for praise.
- Peer marking by another member of the group or class; encourage children to highlight positives as well as possible improvements in the work.
- Giving oral feedback throughout the lesson. Stating outcomes at the start, commenting on good examples as the task progresses, focusing in on a group that may have made more or less progress and in the plenary discussing what has been learnt, covering any misconceptions.
- Opportunities need to be created every week to verbally feedback next steps of learning as identified from Ezapp.
- When a piece of work has been marked and discussed orally with a child, symbols may be placed near the work to show in what form the feedback or discussion was. At Carleton Green we use: **S – supported with teachers or TA's initials; V – verbal feedback given; I – work or question completed independently.**

Written Feedback

The purpose of individual pieces of work and the success criteria should be made explicit. All comments should be positive in overall tone. The aim should be seen as part of a process to help pupils achieve higher standards.

All marking should be in blue, black or green pen.

In EYFS & Key Stage 1:

- Positive aspects of the work will be highlighted using a green highlighter pen.
- Areas for development will be highlighted with an orange pen for instance missing capital letters or punctuation.
- Spelling errors for words that are age appropriate will be underlined and the correct spelling will be modeled above or to the side.
- Written comments within reading records from parents, support staff and teachers.
- Written comments at the end of a piece of work in all subjects will be to praise the work and to provide opportunities for errors to be corrected and key skills to be practiced. Time will be given at the start of every lesson to reflect upon prior learning.
- Peer and self assessment will be used every week using the traffic light colours.

In Key Stage Two:

- The success criteria for each lesson will not only be discussed at the beginning of each lesson but will also be recorded at the start of the piece of written work.

- If the success criterion has been achieved during the lesson it will be given two ticks √√
- If the success criterion has been partially achieved without secure understanding being demonstrated during the lesson then one tick will be recorded. √
- Aspects of work that are impressive or exactly what is required will have two ticks recorded beside them. √√
- Aspects of work that are incorrect will be underlined with a wavy line and the correct version modeled above or at the side. This may be spellings, punctuation, and grammar/sentence structure. For more able spellers, the child should be encouraged to find the correct spelling independently and self correct the error.
- At Carleton Green the emphasis in marking is on both successes against the learning outcome and improvement needed to move learning on further. Focused comments or highlighting positive aspects and errors will help children see what they have to do next on their learning journey to achieve desired targets. Time will be given at the start of every lesson to reflect upon prior learning.
- Opportunities should be given where possible for children to evaluate, edit and improve their work.
- Peer and self assessment will be used every week using the traffic light colours.

Demonstrative

This is when work is valued by the school and is set up in displays and when certificates and stickers are given. All children should be presented in this area at some time throughout the academic year.

- Star of the Week
- Fantastic Writing Wall linked to the BIG WRITE.
- Mathematician of the half term.
- The sending of work to other teachers and classes to show that good effort has been made.
- Displays around school
- Shooting star books are sent home every term to share with parents.
- Children are encouraged to show good examples of work to peers within their own class and at Key Stage or whole school assemblies.

Specifically with Mathematics

- It is acceptable for children to mark their own work where appropriate – but there is still a necessity for the teacher to oversee and monitor this process.

- Any reversal should be corrected along with errors of basic English within mathematical terms.
- Not every correct answer will need to be ticked.
- Where the teacher feels it necessary for children to do corrections, the incorrect answer should be left and the correction written nearby or underneath. The habit of erasing the incorrect answer and replacing it should be discouraged.
- An error will be indicated by it being circled and a dot + c placed next to it.