

Hillesley

PRIMARY SCHOOL



Our vision, based on our School's Christian values, is to provide a welcoming, nurturing environment for learning at the heart of our community. Together, we provide a solid foundation of growth, appreciating each child with their God-given uniqueness and individual needs, thus empowering them to become responsible and fulfilled members of society

Marking Policy

WRITTEN BY	REVIEWED ON	RATIFIED BY GOVERNORS ON	RENEWAL DUE
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POLICIES FOR CROSS REFERENCE – ASSESSMENT

INTRODUCTION

At Hillesley School marking work is seen as an integral part of assessment which promotes a solid foundation of growth for each individual pupil. Teachers may record significant progress or achievement observed or evident within a piece of work. This will inform future planning.

Children and parents need to be aware of the extent to which teachers value effort and achievement. A fair and consistent marking policy can contribute to this.

IMPLEMENTATION PROCEDURES

The nature of written comments varies according to the age and individual needs of the children. In general, comments should be positive, nurturing and developmental and based on the teacher's knowledge of the individual child's next steps, learning styles and additional needs. This will apply to marking done in all subjects.

Work will be marked in a different colour from pupils.

It is important to allow opportunity for the children to respond and discuss with the teacher, where appropriate.

As far as possible, work should be marked in the presence of the child so that suggestions, praise and other comments can be given during and shortly after production of the work. When this occurs, for example when working with an individual child, the teacher can indicate that verbal feedback has been provided by marking –VF, where appropriate and useful to the individual. At Hillesley School this type of marking and feedback is extremely effective as we have small class and group sizes, allowing for on-going discussion and immediate feedback.

Pupils should also be encouraged to take responsibility for their work and to amend, reflect on and edit, and have time to evaluate their own work where appropriate.

Marking can provide the opportunity for praise for success related to the lesson objectives and success criteria.

Teachers will make a note of common errors, points for individual praise, or points for development and discuss these with the individual, group or class.

Team points and stickers are sometimes awarded for effort and success.

In Mathematics a tick indicates the work is correct. A cross or dot means it is wrong. A circle can be used to indicate where errors have been made. If work needs to be

corrected, the teacher can write a comment to that effect. In KS1, a dot indicates an error. This is changed to a tick when the error has been corrected.

Our aim as teachers is to produce enthusiastic writers, who recognise the importance of spelling and grammar. It is not our intention to correct every single spelling error.

Teachers will mark in relation to lesson objectives. The purpose of marking is to extend pupil skills and knowledge. This means that some errors may not be corrected if this is felt to be inappropriate or would have a demoralising effect on the child, so as to encourage solid foundations of learning for growth. In this way staff will be responsive to individual childrens needs.

MODERATION AND MONITORING

This will be part of the moderation programme which will involve book looks by subject leaders and subject moderation meetings during staff meetings, transition meetings and cluster training.

POLICY REVIEW

This policy will be reviewed every three years by the Governing Body, as part of its monitoring cycle.