



# Ormskirk Church of England Primary School

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## Marking Policy 2015-2016

This policy is intended to ensure consistency across the school in terms of marking practice.

### Marking should enhance learning through:

- Drawing attention to what children need to do to improve.
- Providing feedback on what they have done so far.
- Encompassing Assessment For Learning (AFL) in order that children take responsibility for their own learning.

### Aims:

We aim to provide a system of marking that is consistent and continuous across each Key Stage and is an essential part of assessment. (See also Reporting Assessment & Recording Policy)

Marking will inform planning and enhance children's learning by recognising achievements made and effectively aim to move children on in their learning.

Marking should include AFL in which children are encouraged to recognise their own achievements and errors and subsequently take responsibility for their own learning. This may include peer marking as well as self- marking: it may be verbal as well as written and will be developmental across the Key Stages.

We aim to mark positively in order to enhance confidence and self -esteem.

### We mark children's work in order to:

- Show work is valued.
- Give praise.
- Give positive feedback which informs children of their achievements and provides next steps in their learning.
- Evaluate and assess children's learning.
- Inform future planning and learning.

### Agreed Procedure:

Whenever possible be in the presence of the child.

Include verbal and/or written comments. In respect of subjects such as PE and Music, it may be predominantly if not exclusively verbal.

Learning Objectives and Success Criteria are shared with the children, are central to the marking process and will include drawing attention to examples of success.

A variety of known approaches are used consistently including teachers' written comments (see below for specific marking scheme used in English and Mathematics), self- assessment, peer marking and one to one discussion between teacher and child and children (Talking-Partners) .

Marking criteria is shared with children and displayed.

Time is given for children to read written comments and make a response including corrections. Time is given to ensure children understand comments and target setting.

Comments focus on key issues linked to learning objectives and targets.

Next steps include questions, reminders, scaffolding/modelling. It may include instruction for redrafting, correcting mistakes or better presentation. " Fix –It" time will be built in to the day and/or lesson time so that children are able to address misconceptions.

It is positive – no X's

Incentives eg, stickers, Pride and Contribution Awards, are used for exceptional effort and achievement.

Marking is regular, kept up to date and promptly returned to children.

Marking should be presented neatly, using a pen that clearly stands out but does not deface (black ink is recommended) and should follow the Handwriting Policy.

### Marking in English:

1. At Key Stage 2: Marking should identify one or two achievements in relation to the success criteria and a next steps comment as a target for children to work towards in order to improve. Eg,

"You have used varied sentence openers effectively.

To improve: include a greater variety of sentence types eg, complex sentences."

2. At Key Stage 1: This should be in the form of "Two Stars & A Wish".Eg,

" \* You have used a new sentence opener.

You have used excellent "wow" words.

Now try a different sentence opener. Later that day...

Time is given to address error and make the suggested improvements.

3. Within Spelling Lessons, children should be marked with a tick for a correct spelling or a dot for inaccuracies. In KS1 and KS2 where the objective of the lesson is not a spelling objective, errors should only be corrected where the word relates directly to a current spelling objective. There may be a case for not correcting an error eg, in the case of SEN and low esteem children.

#### Marking In Mathematics:

Work is marked with a tick or, where an error occurs, a dot.

An arrow system is used at the end of work marked to show consolidated understanding, inconsistent understanding or no/little understanding. (This system is displayed throughout school in child friendly language)

I've Got It!

I've Almost Got It!

I Don't Understand.

#### All other written work:

##### Marking will:

Relate to the Success Criteria.

Be positive.

Seek to move children forward in their learning.

Time is given to address error and make the suggested improvements.

We have high expectations of the presentation of all children's work and encourage their involvement in a consistent policy of marking which will enhance learning.

Homework is monitored and marked where necessary.