



North Park Primary School

Marking Policy

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Introduction

At North Park School we are committed to raising standards and providing the best education for our pupils. A consistent and effective approach to marking is an essential part of the assessment practice in school and should support pupils' learning by raising awareness of what teachers and pupils need to do next.

We believe in having a positive approach to marking, which is standardised and effective, and which encourages and supports the child at all times. Marking ensures a proper emphasis is given to the core skills, knowledge and understanding within the National Curriculum.

Effective marking does not need to include extensive dialogue or written comments, and has most impact when it is done throughout the lesson, alongside feedback – in effect 'live' marking. This is the school's preferred approach. The quality of marking is more important than quantity, and the effectiveness of the school's approach to marking will be how well pupils tackle and improve their work as a result.

Aims

Marking, written and verbal, is carried out to:

- Celebrate achievements and value effort
- Offer feedback and encouragement
- Make expectations clear
- Annotate work to inform children, other adults and parents
- Make things clearer to pupils
- Provide further information
- Challenge and question thinking
- Explain things further
- Assess understanding and monitor progress
- Plan for future learning and inform future teaching.

General guidance

- The most effective marking is done during a lesson, with pupils' present, by both teachers and support staff, when moving around during tasks – 'live' marking – and includes verbal feedback. A conversation during the lesson has more impact than extensive written comment.
- Marking is appropriate to age and ability.
- Work will be marked before the next lesson following the policy.
- Teacher writing will reflect the presentation and handwriting policy.
- Teachers mark in red/pink and green pen. Highlighters are used by teachers to draw attention to particular aspects, for both celebration and explanation purposes. A whole school approach is used to ensure consistency. Pink shows where work is good (Perfect Pink) and objectives have been met (only used of notable); green is used for improvements (Green for Growth) – to draw children's attention to areas for improvement/extension and/or correction.
- Marking will indicate whether work is guided/supported
 - T – teacher support
 - TA teaching assistant support.
- Comments may also indicate whether children worked in pairs or groups for tasks, if necessary.

- There is no expectation that all feedback to pupils should be recorded. Verbal discourse during the lesson (live marking) is the most effective form of feedback.
- Written comments will relate to the learning intention for the task and be subject specific; they may also celebrate achievement, effort, improvement, or wider targets, if necessary and where age appropriate.
- Examples may be given to support children's learning, if appropriate – these can be verbal or written; written comments are only necessary if it is practical and if children are able to return to work for review and editing, for example in English writing.
- If oral feedback has been given this should be noted as part of the marking annotations, as part of live marking. (VF as well as a word to indicate what feedback was for e.g. VF – verbs)
- Children will be given time to go back and reflect on marking, and opportunities to react to this as a means of continual improvement, where practical and necessary.
- Children use purple 'polishing' pens to show response to teacher marking.
- For work marked by supply teachers or students an S may be added to the bottom of the work.
- Correct work is marked by a tick
- Incorrect work is marked by a cross.
- If there are several incorrect responses teachers will use one cross at the end of a section or page, to avoid using excessive crosses on a page. Teachers may also use a C in maths to indicate a particular correction they wish to be completed.
- Marking in the EYFS will use symbols to indicate correct (tick) and incorrect (cross) work and celebrate achievement e.g. smiling face, sticker, stampers, etc. More formal marking will be introduced as appropriate within Key Stage 1 – end of Year 1 and Year 2 – where this is helpful to the children.
- Rewards in the form of smiling faces, stickers and stampers can be used as part of feedback.
- Marking will promote high expectations and set high, but achievable targets.
- Subject specific marking is also agreed– See Appendix 1

Monitoring

- Marking will be monitored regularly by the senior management team.
- The governors will monitor the policy and guidelines and review these regularly.
- Monitoring will be done through lesson observation, work scrutiny, sampling and moderation of pupil work.

Appendix 1 Additional Marking Guidance

Literacy Marking Guidelines

- Hot and cold tasks will be used to identify starting points and show progress over units of work. Targets are set from cold tasks. Hot tasks are marked in more details and marking refers back to targets set.
- Cold tasks will be identified with a blue sticker in the top left margin and hot tasks will be identified with a red sticker in the same place.
- Cold tasks will be used to identify what to teach the whole class, different groupings and to set individual targets (if appropriate). This will focus teaching and children on what they need to do in order to make progress.
- Green and pink highlighters are used to identify strengths (tickled pink) and areas for improvement (green for growth) when marking children's writing. Green pen questions (GPQ's) are given at the bottom of a written piece where needed to aid improvement. These can relate to handwriting, grammar, vocabulary, style and structure.

Margin codes are used to prompt editing and improving and are as follows:

Code	Meaning and action needed
VF	Verbal Feedback: This is used by teacher when they have intervened during lesson; reference what verbal feedback is about in margin eg VF – verbs
	Punctuation Missing: children to identify and correct.
	Spelling Error: Identify correct spelling on a word mat, on word walls or in a dictionary and write it in the margin or copy correct spelling x 5 at bottom of page.
^	Word or words missing from sentence that is required in order for it to make sense.

- Children will be given time to respond to verbal and written marking and feedback; editing is to be done in purple pens (polishing pens) so that it is clear what has been edited. Where possible children should be given time to edit work alongside an adult to discuss errors, therefore this is best done within lessons as part of live marking.

Numeracy Marking Guidelines

- Hot and cold tasks will be used to identify starting points and show progress over units of work.
- Each unit from the medium-term planning will have a hot and cold task.
- Cold tasks will be identified with a blue sticker in the top left margin and hot tasks will be identified with a red sticker in the same place.
- Cold tasks will be used to identify what to teach the whole class, different groupings and to set individual targets (if appropriate). This will focus teaching and children on what they need to do in order to make progress.
- Hot tasks will be followed by consolidation lessons
- Green highlighters and pen, or a green C, will be used to identify areas that need attention when marking children's numeracy.
- Green pen questions (GPQ's) and 'Now try this' (stamper) questions are given at the bottom where needed to aid improvement or extend learning.