



**Marking Policy  
March 2008**

# Lakenham Primary School

## Marking Policy

### **Purpose:**

To make explicit how staff mark children's work and provide feedback to children to enable them to make progress in their learning.

### **Principles:**

- Teachers should look at strengths before identifying weaknesses
- Marking should relate to the learning outcome and success criteria of the task
- Specific time needs to be provided for children to read, reflect and respond to marking
- Marking should be seen by children as a positive aid to improving their learning
- Marking should inform future planning
- Marking should be used consistently across the school but should also be developmental and responsive to the age and stage of the child.

### **How we mark children's work at Lakenham:**

Children's work should be marked as soon as possible after completion and where possible in the presence of the child.

Work should be marked according to the curriculum focus i.e. in a piece of Science work mark the Science not the English content.

### **Oral Feedback:**

It is vital that children receive regular oral feedback on their work, especially in Early Years and Key-Stage 1 where children may be unable to read a written comment. The adult will initially talk to the child about how they have met the learning objective and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend a child's learning.

### **Self Marking:**

We encourage older children to self evaluate by identifying their own three successes and an improvement point. We encourage children to evaluate their own work to identify progress and help the teacher to provide future work using the following codes:



I understood the learning objective



I need more practice



I don't understand the learning objective

### **Shared Marking:**

It is important for teachers to model and use examples of children's work to demonstrate [particular learning points and to support children in reflecting on their learning through demonstrating the marking process.

### **Paired Marking:**

Children are encouraged to mark work in pairs. This is achieved by:

- Teachers modelling how to mark with the whole class
- Watching paired marking in action
- Establishing clear ground rules within the class as to how paired marking should take place

When marking in pairs children are encouraged to identify three things they like and suggest one way to improve the piece using the learning objective or success criteria.

### **Marking guidelines:**

How we mark and the symbols used are shared with the children and on display in classrooms so that children know and understand the process. Marking should be in a colour in contrast to children's work but should not deface or become intrusive. Where possible ALL marking should identify three successes and one improvement related to the learning objective and success criteria.

### **Writing and Literacy**

Teachers use:

V = vocabulary

C = connectives

O = openers

P = punctuation

with a smiley face to identify positive features in the margin of a child's work. Areas of extension are underlined to identify where work could be improved. In addition as children make progress in writing additional symbols and marking guides are used

For New paragraph

Missing word/omission

S \_\_\_\_\_ Spelling

### **Numeracy:**

We do not use crosses to identify errors but put a dot to identify where children need to check their work. Endless ticks for correct work are not necessary but a tick at the bottom of the page and "smiley" can be used.

### **All areas of the curriculum:**

Staff are asked to identify how children have completed their work e.g.

I = independent

T = adult assisted

Marking of children's work must relate to the success criteria and intended learning outcome.

### **Monitoring and Evaluation:**

All staff are expected to be familiar with this policy and apply it consistently.

The head and assistant heads will monitor books and talk to children about their work. Feedback and support is then provided to staff. This will take place on a half termly basis.

Policy adopted: March 2008

Policy to be reviewed: March 2009