

## **PARK SCHOOL – MARKING POLICY**

### **1. GENERAL PRINCIPLES**

- 1.1 We aim to mark and return all assessed work within 24 hours wherever possible (unless the work is ongoing and unfinished). Some work may, however, need longer to be marked (e.g. pieces of creative writing or projects).
- 1.2 A key to symbols and abbreviations that teachers may use is listed at the bottom of this policy and displayed in classrooms.
- 1.3 All work should have an underlined date. Work will have an underlined WALT or have an underlined title at the top of the piece of work. All underlining should be done with a ruler.
- 1.4 Spelling:
  - The teacher makes a judgement as to which spelling errors should be picked up. Not all spelling errors need be indicated. This will depend on the age and ability of the child, the type of mistake, the number of mistakes which have been made in the piece of work and any individual targets that a pupil may have. Picking up too many errors may discourage the child and dilute the child's focus from the most important errors.
  - Spelling errors that the teacher decides to pick up on are corrected for the pupil to read, and underlined in the text.
  - The teacher should write words at the bottom of the work together with the number of times required to indicate to the pupil how many times to copy out the word correctly spelt.
- 1.5 Work which has been done with inadequate effort/time/concentration should be repeated by the child and done in his/her spare time, either in school (supervised by the teacher) or at home.
- 1.6 If pupils are asked to write out corrected spellings or to repeat any work, the teacher should check that this has been done to a satisfactory standard.
- 1.7 There must be some indication on each piece of work that it has been seen by the teacher.
- 1.8 Pupils should receive either written or verbal feedback for all of their work. If a child receives verbal feedback, this can be indicated using the initials 'vfg' with a brief note about what was said. Feedback should start wherever possible with an unqualified positive comment giving praise for what the pupil has achieved. Feedback is written in pink and green pens. Pink pens to comment on the positive elements of the child's work; green pens to indicate where the child can improve their work. Feedback should be phrased in as positive a manner as possible in a way which encourages and inspires pupils to improve. Children are given time in lessons to respond to feedback if appropriate. Work which is marked by a supply or covering teacher should be initialed. Care must be taken so that written teacher comments are able to be read and understood.
- 1.9 The younger the child, the more likely it is that teachers will want to give verbal feedback but still need to refer to advice given.
- 1.10 Work may sometimes be marked in the presence of a pupil. Pupils should not be spending any significant amount of lesson time waiting for their work to be marked.
- 1.11 We should bear in mind that our marking of work should make sense when read by parents, other staff and visiting adults.
- 1.12 Time is usually given to pupils in class to read and digest the written marking of their work. Pupils are also given the opportunity and encouraged to clarify for themselves feedback which they may not have fully understood. Where a teacher has written, for example, "Ask me" on the work, teachers ensure that this is followed up with the pupil and noted.

- 1.13 Any work displayed on the wall or in class booklets is marked in accordance with this policy.
- 1.14 Rewards should be used generously where appropriate to encourage and inspire pupils. Rewards can be given for high levels of effort irrespective of the standard of attainment. The range of rewards that can be used includes the following.
- Positive recognition, both private and in front of the class. The work might be used as examples for others.
  - Merits (see Behaviour policy (including sanctions) for allocation of merits).
  - Stickers, stamps.
  - The pupil may be asked to show his/her work to the Headteacher.
  - Publication in the Newsletter.

## 2. Key to Symbols and Abbreviations Teachers May Use in the margin

- 'vfg' Verbal feedback given with simple note about advice.
- Squiggled line Weak word or word wrongly used. Try to think of a better word.
- Upside-down V Something missed out / insert a word or phrase.
- T Target for pupil to make the work even better in the future.
- // New paragraph here.
- TS Teacher support
- TA Teaching Assistant Support
- I Independent
- G Group/paired work
- R (in a circle) or initials Pupil has read the teacher's comment/target.
- V Vocabulary choice
- P Punctuation
- SP Spelling

- 2.1 Pupils are encouraged to dot a word which they want to write, but which they are not confident to spell. "Dot it, don't dodge it." encourages the pupil to attempt the word instead of using a less ambitious alternative.

## 3. MONITORING AND REVIEW

- 3.1 It is the role of the Director of Studies, the Subject leads and the Headteacher to monitor the policy and practice of marking work.