

Ramshaw Primary School



Policy for Marking Pupils Work 2022-2023

Reviewed January 2022

Next Review September 2023

Introduction

This policy on marking pupils work has been drawn up in consultation with all members of the teaching staff to ensure continuity and progression throughout the whole school. It must be seen as part of a set of documentation which covers the whole planning and assessment cycle which is aimed at constantly improving the quality of education provided by Ramshaw Primary School.

Aims and Objectives

- To provide pupils with the knowledge and skills needed to enable learning to continually progress.
- To encourage an interest in learning.
- To provide pupils with constructive feedback.
- To reinforce teaching points.
- To encourage pupil involvement in their work, its evaluation and assessment.
- To foster a desire in pupils to continually improve.
- To raise pupils self-esteem.

Effective Marking.

At Ramshaw school all teachers:

- Give feedback against the focused learning objectives of the task.
- Highlight where success has occurred against those objectives.
- Suggest where improvement might take place against those objectives.
- Give appropriate prompts or strategies to enable pupils make those improvements.

Quality Marking

We recognise that quality marking is an effective tool in signposting children to working in greater depth. With this in mind, each child per week will receive a signposting challenge or question in;

- **English**
- **Maths**
- **Science or History or Geography or RE**

Marking Symbols

The school has adopted the use of the following symbols:

Tick	= correct.
X	= incorrect, try again.
√c	= corrected.
?	= unclear word/number etc. Child to discuss or try again.
I	= independent work
AS	= additional adult support
GW	= group work
TTWC	= talked through with child.
SE	= standard English required/ child discussion.
P	= Punctuation prompt. Non-specific – Upper KS2
C/.	= Punctuation prompts. Lower KS2
---	= Missing Words

KSI Specific

- A = check for capitals
· = check for full stop
- FS = check for finger space
-  = good work
-  = to improve

Correcting Work

Involving pupils in the marking and discussion of work as an aid to improving their knowledge, skills and performance is vital. It is the school's policy to encourage this whenever possible and develop pupils' ability to self correct their work making them more independent.

It is recognised that this is not always possible depending on the ability of the individual pupil hence making it necessary for the teacher to correct a mistake and discuss with the pupil in one to one, small group, whole class situation; whichever may be the most appropriate.

As general guidelines the school will endeavour to:-

- Make sure the learning objectives of the task are secure.
- Share the learning objective of every task with the pupil.
- Focus marking on learning objectives by highlighting parts that best fulfil the objective; insert an arrow where the work could be improved; by the arrow write a "closing the gap" prompt to help the pupil know how to improve this part.
- When marking spelling, please correct a maximum of four.
- Avoid writing large pieces of prose at the end of the piece of work (which might not be understood).
- Allow a few minutes of specific lesson time for pupils to read the marking and make improvement.
- Ensure that all pupils know what the marking symbols mean providing continuity throughout the school.
- Encourage pupils to correct own spellings with the aid of word banks, dictionaries, class captions, labels etc.
- Provide pupils, when appropriate, with the corrected spelling for them to write out.
- Mark pupils' work in red.
- Use paired marking when appropriate to look for their own highlights and arrows after time(self assessment)
- Where appropriate, pupils are encouraged to self-mark or peer mark.

What is marked?

The school believes that it is neither possible nor beneficial to the pupils to attempt to mark all aspects of every piece of work; this can have a detrimental effect on a pupil's self-confidence and/or self esteem and hinder the learning process. The school's policy of what to mark is determined by:-

- Literacy/numeracy strategies focus and skill development within foundation subjects, all being identified within termly plans.
- The focus of the piece of work previously identified in the lesson i.e. grammar, punctuation, use of adjectives, storyline, reasoning, number bonds, accuracy, handwriting, forming opinions, writing instructions, spelling of HFW, word families etc.
- The age of the pupil.
- The pupil's ability – since all work should be matched to the needs and ability of pupils.

Continuity and Progression

To ensure that the marking of work is consistent in all classes:-

- A balanced range of marking will be identified over each half term.
- Children will be given one piece of extended writing each week which is to be quality marked.
- On each piece of marked work the focus of the marking will be identified e.g.
 - Marked for spelling.
 - Marked for punctuation.
 - Marked for vocabulary use.
 - Marked for handwriting.
 - Marked for structure of information.
- Pupils will know what is being marked in each piece of work.

At Ramshaw School comments we use are to reinforce a teaching point in a positive way. Comments are used to identify an improvement which could be made.

Handwriting

- Children are permitted to write in pen once they can consistently demonstrate their ability to write in complete sentences.
- Children will be taught handwriting for one session each week, using the Nelson Handwriting Scheme to establish consistency in practice.
- Children will write L.O.'s dates and headings and underline these with a ruler.
- Children will correct spelling and grammatical errors by placing a discreet cross at either side of the error.
- Children will use pens provided by school to ensure optimum tripod grip and pen control.

Mathematics

- Jottings are seen as necessary to identify a child's journey towards an answer, but standards of presentation should still be maintained.
- Green highlights indicate problem solving/reasoning.

Use of Plenary/PSHCE sessions

Plenary sessions will be used at the end of teaching sessions to:-

- discuss and establish objectives set at the beginning of the lesson have been achieved.
- to reinforce teaching points.
- To raise problems pupils may have experienced with the tasks set.
- To correct any misconceptions.

Some of the weekly PSHCE time will be used to:

- highlight a group of pupils to discuss their own assessment sheets.
- to discuss marking comments identified as needing reinforcement.
- to enable all groups to take part in this discussion activity half termly.

Monitoring

The Head Teacher will collect samples of pupils work termly for monitoring purposes to ensure that the school's policy is being consistently used in all classes.

Review

Staff will be regularly consulted about the effectiveness of the marking/response policy and procedures and methods will be reviewed as and when the need arises.