

Nutfield Church C of E Primary School

Marking Policy



NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL

Nutfield Church (C of E) Primary School's Mission Statement is:

- We are a church school, which believes in the importance of **community**, where people from all races, religions and cultures act in **peace** together
- Our pupils, staff and families work together as a team, with **wisdom** supporting each other through our learning. We have **hope** in our challenges and in our successes.
- We recognise the **dignity** and ultimate worth of each person, created in the image of God, further shaped by the person, teaching and example of Jesus. We look to the future with **joy**.

Reviewed January 2017

Further review January 2018

Aims

- To encourage children to progress in their learning
- To give children effective feedback on their learning
- To enable children to celebrate success
- To achieve a consistent approach to marking across the school
- To form part of the formative assessment procedures
- To inform future planning

Objectives

- To relate to the learning intention of the lesson
- To assess the learning of the children
- To plan in time for children to read and respond to marking
- To feedback effectively, both verbally and through marking, during guided group activities, dealing with misconceptions and extending learning
- To teach children acceptable methods of presentation
- To develop children's ability to self-evaluate and peer-evaluate their written learning.

Best presentation

- Learning Objective stickers should be placed in top left hand page
- Clear attractive presentation is to be expected throughout the school
- Children will begin work in pencil, but pens will be available for experimentation. Work in pens should be gradually introduced in handwriting lessons in KS2. Once children have achieved a good cursive style they will be expected to use blue cartridge pens or Berol handwriters in all lessons
- In Maths children should use pencil only
- If children make a mistake the word should be crossed with a single, ruled pencil line
- All margins should be drawn in pencil
- Lines should be drawn with rulers using pencils
- Line guides should be used with plain paper
- All calculations should be laid out as clearly as possible, one digit per square.

A Model for learning

In order for the principles to be supported fully it is expected that class teachers have a system of rotation in their classes. The exact structure of this is not dictated however it is understood that each group will have a focussed mark each week, a TA mark each week and will work independently each week.

Marking Principles Core Subjects

- Marking should indicate whether the learning was independent, or through guided group work with the teaching assistant or class teacher; I, TA, HLTA, S, CT or independent should be clearly indicated.
- Marking should not be in red pen but in contrasting colour
- Marking should focus upon giving effective feedback on learning and be kept to a minimum
- To indicated understanding and progress the LO is highlighted if fully achieved, underlined if partially achieved and not highlighted if not understood.
- Annotations relating to context which offer further detail are encouraged
- Marking may begin with a positive comment related to the learning intention e.g. – “You have done X well!” In both Key Stages, stars are used to show positive comments.
- A next step is indicated and is then included to give the pupil an opportunity to practise, to challenge or to investigate an area or subject further.
- Some marking, should occur during the lesson, to ensure that misconceptions are corrected
- Marking will be split in to three main sections
- 1 – Class teacher focus marking – the class teacher works with this focus group and marks accordingly – this groups should be made up of approx. 10 children (not all children have to be in the focus table group) This group will have detailed marking.
-This class teacher focus marking done where possible with the pupils, informs the class teacher in detail as to the fine progress being made and allows the pupil to get good quality feedback and next steps for learning.
- 2 – TA focus group – The TA will be directed by the class teacher to work with this focus group. This group will be made up of approx. 10 pupils. The TA will be asked to mark with the teacher’s support and guidance. All books not marked by the TA should be marked in detail by the teacher. It is the teacher’s responsibility to make sure the TAs have time within lessons wherever possible to mark.

-The TA marking will work in the same way as the class teacher focus marking but where TAs need support, the class teacher may direct appropriate next steps. As plans and intentions are shared with TAs so should marking foci.

- 3 – Independent – This group will learn alone during the lesson. Their books are to be reviewed and lightly marked by the teacher. There is no requirement to mark with next steps and stars here however teachers are free to do so.
-independent work will always be marked lightly however it is the school's expectation that in Maths, all calculations will be individually marked and in English all punctuation and writing targets will be supported. A simple signature or brief comment is needed here.

Marking Principles – Foundation

- All marking should relate to the set objective. Next steps for learning will be given in Knowledge and understanding of the World but skills based comments may be referred to in subjects such as Art.

Pupil Response

Pupil Response is varied dependent on subject or age of pupil. Generally it is understood that pupil response should be evident in books at least once a week in KS1 and twice a week in KS2. Specific time is given to 'Target Time' in order that pupils are given sufficient time to respond.