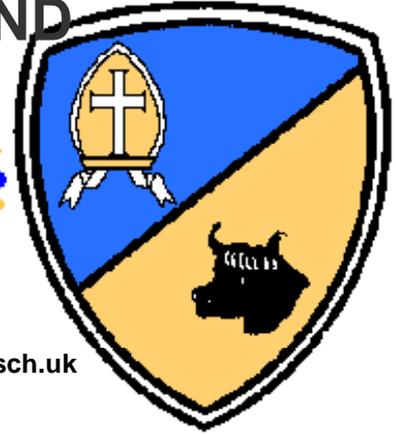


ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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MARKING POLICY

Date of Policy: 2015

Review Date: 2018

Introduction

At St. Luke's we have developed a consistent marking policy that informs and challenges pupils' learning throughout the school. Children become more involved with marking / assessment as they progress through the school.

Aims

- To inform teachers' planning.
- To inform children of their own progress and future targets.
- To recognise, encourage and reward children's efforts.
- To relate target setting to IEP's
- To provide a record of pupils' progress, which will assist teachers in reporting such progress to parents.

Implementation of Marking Policy

- All work must be marked as completed.
- In the reception class, as work is marked, it is dated for the children to provide an ongoing record of development over time. They begin to date work as their writing develops.
- Where appropriate, work must be marked against agreed targets or lesson objectives.
- Comments should be positive and constructive to inform children of their attainment with regard to agreed targets and to assist in the setting of future targets.
- Comments must be written in language appropriate to the child's stage of development – even when this is supporting verbal feedback.
- When children have read the teachers' comments they must add their initials to show they have read them. Pupils in Year 1 begin to do this towards the end of the Autumn term.
- Pupils use a traffic light code and a personal comment that reflects their self-assessment.

Marking Code for Writing

Our aim is to indicate the children's mistakes clearly and consistently so that they become familiar with the code and understand the meaning of it. Some work will be marked in more detail.

Work should be marked neatly, using cursive script. No ticks or other teacher marks should be so large as to obliterate children's work.

In KS2, children will be expected to self correct spellings as far as possible in accordance with their ability. Spellings identified may be checked using word banks, key word lists, dictionaries, class displays.

All children's work should be marked using green ink.

The following is the accepted code when editing writing in key stage 2 and where appropriate in key stage 1.

// Start a new paragraph. Miss a line and indent

a A circle around the letter.
A Wrong Case / Change Case

Incorrect spelling of key words e.g. wos Underline and write sp in margin. Write out 3 times at the bottom. Maximum of 3 words

^ Missing Word(s)

△ Incorrect punctuation, add in green pen or circle in correct use. Mark in margin.

? Re read this part

Big Write Marking

When a pupil has met their target, the teacher will highlight in pink, the evidence in the pupil's writing. The teacher will make a positive comment about this at the end of the piece of writing.

The pupil's next target is identified in the pupil's writing and is highlighted in yellow. The teacher may write a correction next to the highlighted area. Then the teacher writes a new target at the end of the piece of writing. They may write an explanation to support the new target.

△ This is used in the margin to remind pupils about previous targets or basic skills that they may have made an error with, e.g. incorrect punctuation. therefore informing pupils to correct the error.

General Marking Code

A marking code is displayed at the front of all Maths and English books which staff follow when marking. (see appendix)

The following marking key is used by teaching staff:

FW – Further work needed.

OA – Objective Achieved.

P – Practical activity.

S – Supported by Teacher or Teaching Assistant.

Tick - Correct

Cross - Wrong

C – The child is required to do a correction. Children are given time to do this,

If the whole section is wrong then a comment will be written asking the children to seek help, rather than covering work in crosses.

Where appropriate corrections are to be completed and then marked.

Work should be presented in a clear, organised manner. If the minimum standard is not reached then a comment is made verbally / written work should be repeated at break time or for homework. If completed at home, a parent is to sign work.

SEN children – use professional judgement regarding above. Effort may have been given to understanding but presentation may be lacking.

'Fix this' (Maths and English)

Teachers include the term 'Fix this' in their feedback if pupils have shown a good understanding of the work. This will be followed by an extension question that will extend and challenge their understanding.

'Fix this' also used if the child has a misunderstanding of the method used followed by a brief explanation and the child's question that needs to be 'fixed'.

The children are given time to 'fix' these at the beginning of the next lesson.

In English and Maths, in years 2-6, there should be three pieces of recorded work each week which staff have marked in detail and highlighted the next steps.

In Year 1 this should be evident in at least two pieces of written work each week, building up to three by the end of the Autumn term.

In Reception this should be evident in at least one piece of written work each week, building up to two by the end of the academic year.

Monitoring and Evaluation

The policy and practice for marking will be monitored in the following ways:

Book Monitoring. Samples will be requested by either HT, SLT / or Co-ordinators as part of ongoing Monitoring & Evaluation policy.

The policy and practice will be evaluated in the light of any further reports and recommendations made by the DFE and external consultant..

