

Welbeck Primary School

Marking Policy

Reviewed Autumn 2020

Introduction

At Welbeck Primary School we want all children to make good to outstanding progress and develop positive attitudes to their learning. 'Assessment for Learning' is central to children recognising and achieving their potential. The following policy outlines our key issues regarding marking that ensure the teachers and the children at Welbeck Primary School achieve high standards and have ownership over the learning and teaching that takes place within the school.

Aims and objectives

- To improve the quality of work and raise standards.
- To indicate to children what they need to do in order to improve.
- To celebrate and value the children's achievements.
- To motivate children to further effort and give them the confidence to progress.
- To show children and parents what is valued and to reinforce expectations.
- To inform children about their progress and challenge their learning.
- To inform future planning.

Marking and Feedback in Practice

At Welbeck Primary School, every child's Maths and English work should be **checked** and **acknowledged** daily and all other subjects weekly. This level of marking is to inform teachers of the next steps for their planning and teaching and for children to realise their own next steps to make progress.

Verbal Feedback

Often the most effective marking is completed with the children, providing immediate feedback and next steps for learning. Feedback is given verbally, the teacher stamps the child's work with the 'Verbal feedback given' stamp/comment.

Assessing the learning objective

At the end of the lesson, staff assess the learning objective by putting a clear coloured dot next to the objective. This indicates if the child has achieved the objective of the lesson.

Green dot-learning objective has been fully achieved

Orange dot- support required to meet learning objective

Red dot- learning objective has not been achieved and further time/support is required.

Comments

Once a week in Maths and English, the classteacher will provide written feedback. Teacher's initial comments should be positive with effort praised and achievement celebrated. The comments must link to the child's learning during the lesson. Stickers are sometimes used and are appropriate for age and level of progress made. If a child uses a feature of the success criteria throughout their work, this can be highlighted next to it using ticks or stars e.g. either ✓ ✓✓ or * so the child is clear about where they have made progress. Teacher's comments reflect the age of the children and are appropriate to the ability of the child.

Next Steps

Next steps comments aim to help children to 'close the gap' in their learning/understanding. These could be through the use of prompts. See appendix for examples. Teachers use an → to show a 'next step'. Teacher's ensure that next steps are monitored to avoid repetition. They look for evidence of children's progress throughout the following pieces of work and comment on this.

Responding to marking

Children are given time at the start of or within the next lesson to read their comments. Children are expected to initial their comments or write a response, the teacher then checks this the following lesson to ensure understanding.

Marking Procedures

- A black fineliner pen is used in FS and KS1
- A blue Berol pen is used in KS2.
- In maths lessons, incorrect answers are marked with a dot and children are expected to attempt the question again next to the dot. The teacher will then mark this to check the child's understanding.
- Spelling errors will be marked across the curriculum. This is done proportionally according to the individual child's age and ability in spelling. Spelling errors are underlined and the correct spelling is written above the word. A next step target is set for spelling errors by writing sp x 3
- Teachers use the children's errors in spelling to inform their teaching of spelling and to set spelling activities for homework.
- We expect teachers to promote, model and maintain high standards in spelling, grammar and punctuation throughout their marking. It is also expected that all teacher's follow the school's handwriting policy.