



## LEICESTER GRAMMAR JUNIOR SCHOOL

### MARKING POLICY AND PROCEDURES

*This is one of the policies concerned with the curriculum and pastoral welfare. It should be read in conjunction with other policies: curriculum, safeguarding, anti-bullying, SMSC, PSHEE & Citizenship, Behaviour Rewards and Sanctions and the equal opportunities policy. It should also be read with regard to the Prevent Duty.*

*This is a whole school policy and as such includes the EYFS.*

#### **Rationale and Aims**

By marking children's work we aim to acknowledge and value pupils' efforts. We aim to monitor progress and to provide pupils with appropriate feedback and encouragement. It ensures all pupils have experience of effective marking which not only has consistency within individual subjects but is cohesive in approach across the school.

As a school we support and promote the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This is in line with the Prevent Duty (2015).

#### **Purposes and Value of Marking**

- Marking is used to provide evidence of assessments made and to monitor teaching effectiveness and aid curriculum planning.
- Marking is used to check on pupils' understanding before teaching the next planned stage.
- It is used to identify the next steps for groups and to set targets and standards for individuals and groups of children. (i.e. pupils who need extra support or pupils who need more challenging work)

Therefore, marking should:

- Be positive and constructive and if necessary critical. Phrased so that the pupil can understand how he/she should respond.
- Be directed to the child, e.g. "*A good effort, Sam, with handwriting but use a dictionary to check spellings*". When appropriate, written comments should be reviewed and discussed with the child.
- Be neat, clear and legible to the child. The use of a contrasting colour of ink is suggested.
- Have realistic expectations of what is a good 'good' piece of work – this will be different for each pupil. It will be more effective to point out a couple of mistakes which the child could easily learn from.

It is important that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence and provide opportunities for self-reflection. As such, it is a vital tool in their development as learners. Time is given for pupils to read and

respond to marking. Reflection and Correction sessions in Years 3-6 are one opportunity for this to happen.

### **Types of Marking:**

It may not be possible to provide thorough written feedback for every piece of work, but it is important that all work is monitored in some way to provide feedback.

There are two main types of marking: **summative** and **formative**.

### **Summative Marking**

In KS2 the use of grades/scores/percentages may operate. A record of marks, where appropriate, are to be kept in the teacher's markbook/marksheets and pupil's book. If work is deemed to be well below standard, additional help is given and the exercise repeated.

### **Formative Marking**

Formative Marking should be clear about what the child has achieved and what he/she still needs to improve.

Marking should refer to the learning objective for that lesson

A comment such as good/neat work is not sufficient.

It should use pupil targets to indicate how the work could be improved or extended.

Comments should include:

- What the child has done well
- What they need to improve on next time

In order to form a dialogue between the child and teacher, smiley face or traffic light symbols may be used so the child can indicate at the end of their work how they felt they had achieved each piece of work. Success criteria may be used to give indicators for expectations.

### **Marking in Foundation Stage and Key Stage 1**

In Foundation Stage and at times in Key Stage 1, work is marked alongside the child and individual targets are set. Comments may be written on the work for the teacher or nursery nurse to refer back to or for children or parents. Comments may also be written on observation forms and lesson evaluations to aid subsequent planning. The emphasis is a positive one with stickers, stars and stamps.

It should be indicated on the work if adult support was required. A stamper can be used for this purpose. If there is no indication it is to be assumed that the work was completed independently.

### **Rewards:**

Stickers and Stamps:

Individual teachers may choose and indeed are encouraged to reward and comment positively on children's work using stickers and stamps.

Housepoints:

From Year 1 (Lent Term) onwards, stars leading to House Points can be awarded when the standard of work is deemed worthy either in terms of effort or achievement. Three stars merits one House Point

Headteacher's Awards:

A Head Teacher's Award may be given when work is of an exceptionally high standard of achievement /effort, or a child's behaviour is exemplary. Awards should not be given for homework, unless it is a self-initiated piece which has been done independently by the child.

To maintain their value they should not be awarded to multiple children for the same piece of work.

Homework Certificates:

These are awarded by class teachers to pupils in Y1-6 for outstanding homework pieces from the 'pick and mix' homework grids. 2 or 3 are awarded per class per term.

### **Marking Code**

Errors made in important aspects of spelling, punctuation, grammar and handwriting, in work across the subject range, are also highlighted. All teachers should follow the Marking Code as stated in the appendices. This should be displayed in all classrooms and, where appropriate, stuck in to children's exercise books.

### **Frequency of Marking**

Marking should take place soon after the work has been completed and handed back as soon as appropriate. **English and Maths** should be marked after each lesson to inform next steps. Long term projects may be marked on completion (where appropriate) - children need to be told this in advance.

### **Remote Learning**

In the event of pupil's learning from home due to a school closure, marking and feedback will be adapted to the situation. Marking may be completed through apps such as Microsoft Teams, or feedback given orally through Tapestry posts. The frequency, mode and method may vary, however the aim will remain to value pupils' work and provide pupils' with the next steps needed to improve their work.

### **Monitoring and Evaluation**

Written marking will be monitored by SLT and subject co-ordinators to ensure marking is having a positive impact on children's learning and that children act on improvement prompts.

This will be done to monitor the following aspects:

- 1) Standards of work
- 2) Marking, presentation and volume of work

It will contribute towards the school's overall monitoring and evaluation evidence. Marking may also be evaluated during lesson observations, work scrutinies and learning walks.

## Appendix 1: Key Stage 1 Marking Code

### What does your teacher mean?

✓✓ great word/sentence/ interesting

add . ! ? punctuation missing e.g. . !

**Write in the correct letter** capital letters

\ finger space

^ missing word/letter

 spelling mistake

**spelling** – spelling written at bottom of page

**handwriting** corrected as appropriate to age of child

X\_\_\_ wrong, do a correction

✓**C** completed as a correction

It should be indicated when Verbal feedback is given – a stamp may be used

## Appendix 2: Key Stage 2 Marking Code

## What does your teacher mean?

✓✓ great word/sentence/ interesting

p punctuation missing e.g. ■, “”  
!?( )-

○ missing/ incorrect use of capital letters

// new paragraph

^ missing word/letter

sp check/correct spelling

spelling – write out spelling correctly at bottom of page

**gr** check/correct grammatical error

**HW** handwriting

**MATHS:**

**X**\_\_\_ incorrect,

**C** correction needed (followed by tick once completed)