

Goddard Park

Community Primary School

An Integrated Academy and Children's Centre

Headteacher: Mike Welsh

Everybody learns, everybody cares



MARKING POLICY

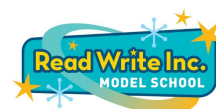
Revised June 2015

- Aims:**
- To provide information which teachers and children can use in deciding how learning can be taken forward.
 - To provide targets that are smart and achievable.
 - To celebrate, encourage and support children in their learning.
 - To provide a means of identifying the need for further diagnostic assessment for particular pupils.
 - To provide evidence of overall achievement.
 - To communicate to parents about how their child is progressing.
 - To facilitate dialogue between the children and teachers, enabling children to take responsibility for aspects of their own learning.

Guidelines

Marking children's work can be undertaken as follows:

- ◆ Discussion with the child.
 - ◆ The teacher providing a 'model' example that the children can then use to improve their work.
 - ◆ A written comment, which gives constructive feedback and next steps.
 - ◆ Questioning, either to consolidate learning or to move learning on.
 - ◆ Targets should be negotiated and set to improve the quality and attainment of children's achievements.
 - ◆ Self and peer assessment.
- Children should be encouraged to look at the success criteria to review and edit their work. This can be done in partners. Children are taught to use a system of smiley faces to indicate their level of confidence with a task. This is age appropriate.



Welcombe Avenue, Swindon, SN3 2QN, Tel: 01793 342342, Fax: 01793 342341
head@goddardpark.co.uk, www.goddardpark.co.uk

Serving the Communities of Park North, Park South & Walcot East and twinned with the Desai Memorial Primary School, Nairobi

- ◆ These symbols of success related to the child friendly WALT.

NA= Not Achieved (This should not happen often as what is taught to the children should be accessible. If NA is recorded it should trigger intervention)

PA= Partly achieved

A= Achieved

WA= Well Achieved

VWA= Very Well Achieved

- These form the basis of the success criteria given to the children before they start the task. E.g. to achieve the A-VWA marks the children are told what they need in their work to get that mark. This breaks down the task into manageable bites.

An example of Success Criteria for KS2:

Success Criteria:	Self	Peer	Adult
I have estimated the size of the angle.			
I have measured the angle using a protractor, ensuring I start from zero.			
I have checked my answer.			
Have I met any of my personal targets?			

Conceptual and high frequency errors should be corrected but the child's level of attainment must be taken into consideration. It would not be considered good practice to undermine a child's confidence by over marking. Marking should also take into account the activity's success criteria and the child's own personal targets. Comments should be positive, concise, diagnostic and should show the next steps. In longer pieces of writing, spelling, punctuation and grammar need only be marked in the first paragraph (depending on length).

All work must be marked in a different colour to the original task (red pen should NOT be used).

Pink for Polishing

- ◆ Aspects of the child's work that need to be improved should be highlighted in pink.
 - Incorrect spellings (**sp**, written to indicate spelling mistake. Correction may be given in margin if appropriate, although most children would be expected to self-correct).
 - Incorrect use of capital letters.
 - Missing/incorrect punctuation. (**P** to indicate punctuation)
 - **NP** to indicate a new paragraph is needed.
 - Parts that do not make sense would be highlighted.

Green for Good

- ◆ Aspects of the child's work that are good/outstanding should be highlighted in green.
 - WOW Underline the WOW words used so that they stand out age appropriate



The handprint should be used to identify five age appropriate elements that are expected in written work. At Key Stage 1 these might be Capital letters, full stops, finger spaces, spelling (using Fred Fingers) and that the writing make sense. These will then be replaced by other aspects of writing as the children develop.



The next step stamper can be used to clearly indicate to children what it is that they need to do to move their learning forward.

VF

VF can be written next to children's work to indicate that verbal feedback has been given. For older children it may be appropriate, for the child to summarise this discussion in writing.

Response to marking - Purple for Perfecting

It is vital that children respond to marking. In Early Years this may be verbally, moving on to full written responses for older children. If areas are highlighted for improvement, these improvements must be carried out by the children with or without support as appropriate. Effective response to marking can only take place if children are given adequate time to do so. Therefore it is important for this time to be planned in. In written responses to marking Children should make their responses in purple pen.

ICT

Some ICT work is printed out and marked in line with this policy. However, for some work such as videos and podcasts, verbal feedback should be given, including peer and self-assessment.

Level of Support

If a child has been directly supported in a piece of work, this should be indicated.

Remember assessment is most effective when children are engaged and it is a two way process between the child and teacher.