



GREAT MISSENDEN C of E COMBINED SCHOOL

MARKING POLICY

At Great Missenden School we recognise that marking is a powerful tool to raise achievement. If the marking is prompt, purposeful and meaningful to the learner, it can direct and accelerate learning.

GENERAL GUIDELINES

- Marking work in progress is the best practice, and whenever possible the teacher should circulate around the class, marking answers and giving redirection or feedback, to let children know whether or not they are on the right track.
- All teacher marking is done in **green pen**.
- Peer marking is highly effective, and is educational for both the marker and the child who has done the work. It is done in coloured pencil, to distinguish it from teacher marking. The child who has marked the work should sign and date their comments. (Peer Assessment)
- Quality marking should be carried out by the teacher at least once a week. Quality marking uses the acronym “**SIR**”:
 - ❖ **SUCCESS** – point out what the child has done well.
 - ❖ **IMPROVEMENT** – give advice on how to improve next time.
 - ❖ **RESPONSE** – leave blank for the child to respond, either with a comment or with initials to acknowledge they have read the teacher’s advice.
- Sometimes positive points may be indicated by the teacher highlighting, with a coloured pen, particularly successful elements in the child’s work.
- All marking should relate to the lesson’s teaching points:
 - ✓ **WALT** (Lesson Objective: We Are Learning To...)
 - ✓ **WILF** (Success Criteria: What I’m Looking For)
- Feedback time is built in to the school day. This is time for the children to read and respond to teacher or peer comments and carry out corrections or improvements. This is the “marking dialogue”.
- Traffic lights are used for children to demonstrate their own level of understanding (Self Assessment). Children may also write a comment to the teacher, or ask a question.

CREATIVE WRITING

The aim is to stimulate creativity, and it is important for all ages to focus on their ideas and the content of their creative writing, rather than being held back by anxiety over spelling mistakes. It is still important, however, for children to work towards correct spelling and punctuation. Teachers need to draw attention to repeated or significant errors, but not obliterate the child's text.

The maximum number of spelling or punctuation corrections for a piece of creative writing is **four/five corrections per page**, depending on the age and ability of the child. A correction is indicated by underlining the incorrect word, and by **sp** or the correct spelling in the margin. During feedback time, children are expected to correct these spellings by writing them out three times at the bottom of the piece of work, Some children will be given the correct spelling by the teacher, others will be expected to self-correct using a dictionary or spellchecker. This depends on the ability of each child.

- **Reception:** Feedback is mainly oral. Comments in books are written in green and accompanied by a smiley face for good imaginative work.
- **Year One:** Marking is still primarily oral, and whenever possible given during the lesson, as the child needs to be encouraged by any corrections on the page.
- **Year Two:** The teacher will correct a maximum of four common words according to the ability of the child. The main focus will be on the high frequency words.
- **Year Three:** As above and any punctuation mistakes will be indicated as appropriate to age, ability and teaching points.
- **Year Four:** As above. The corrections will depend on the focus of the lesson and will be mentioned in the final comment or target. Some self correction is also carried out.
- **Years Five and Six:** As above but most children will be expected to self correct any spelling mistakes, as a routine part of feedback time.

MATHS

The corrections will be in green pen and a dot or question mark indicates an error in a number or process. All corrections should be made by the child, and lesson time is allocated for this.

Peer marking can be used to excellent effect in Maths, and this should follow the same format as teacher marking, but a different colour should be used.

Marking work in progress is particularly important in Maths, checking for misunderstandings and ensuring all children are on track.

SCIENCE

All corrections will be made in green pen and there should be a comment on whether the lesson objective has been met at the end. Spelling mistakes will be marked by underlining, if the word is a scientific key word or if it was written on the sheet or board. These key spellings should be corrected at some point during feedback time.

TOPIC WORK (ART/DT/HISTORY/GEOGRAPHY ETC)

A comment at the end of a piece of work should be on the focus of the lesson (WALT or WILF). Feedback may be given orally, and children may be asked to reflect on their own or others' work.

OTHER SUBJECTS, INCLUDING HOME LEARNING LOGS

All marking and feedback should be constructive, encouraging and on an individual level. Stickers, stamps, stars and team points are used as rewards and incentives throughout the school.

ASSESSMENT

Marking contributes to the ongoing assessment of all the children and the monitoring of their progress through termly progress meetings.

POLICY REVIEWED AND UPDATED SEPTEMBER 2016

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