



Reviewed by Governors	15/09/2020	Signed: 
Next Review date	2022	

Key Stage 2 MARKING POLICY

**Jesus said “Let the children come to me”.
We live and learn and love in His way.**

At Holy Family Catholic School marking always prompts improvement for the next task.

The main reasons for marking are:

- to act as an assessment record which highlights where learners have met the success criteria
- to provide a point for **action** which will enable the learners to move forward.
- To support the target setting process
- To enable the learners to engage in peer and self assessment

Used effectively it can:

- Help the learner to become a better learner by giving a clear picture of what he/she has done well, and what he/she needs to develop;
- Help the learners to reflect on their own learning by assessing achievements against clearly defined learning intentions and success criteria;
- Enable the learners to provide constructive criticism to peers;
- Give recognition and praise for achievement;
- Provide feedback to the learners, and feed forward to the next learning task;
- Enable parents to understand their learner’s strengths and weaknesses;
- Identify targets for individuals or groups of learners;
- Ensure regular dialogue about learning between peers;
- Ensure regular dialogue between teacher and learners;
- Suggest individual strategies for improvement

Marking will be effective in the classroom when:

- It is manageable;
- It related to learning intentions which are shared with the learners and criteria for success are understood;
- Teachers focus on certain aspects of the work, not attempting to assess everything, and provide constructive points for development;
- Effort is recognised as well as quality;
- Learners are given time to reflect upon and respond to points for development; this enables learners to become reflective learners and helps them to close the gap between what they can currently do and what they potentially could be able to do;
- It is given **promptly** and **regularly** to learners;
- The language used is **consistent, unambiguous**, and appropriate to the learner's maturity;
- Learners understand their achievement and know exactly what they must do next to make progress;
- There is a consistent approach throughout the school, in line with the overall policy on assessment, recording and reporting;
- It supports the target setting process and is an integral part of that cycle;
- The principles of the marking process can apply to all age groups.

'Marking has the potential to be the most powerful, manageable and useful ongoing diagnostic record of achievement.'

- Pupils should be aware that marking is a tool for improving their understanding and their learning. It is their responsibility to act upon the advice given and make the improvements in their work. Pupils should look at the marking of the last piece of work, act on it, and attempt to apply it to their next piece of learning, as a matter of routine.
- In Upper Key Stage 2, pupils are encouraged to self-assess their work before it is formally marked. Marking may then be completed with the pupil, or recorded on the work soon after the learning has taken place. Marking completed with the pupil may be recorded with a full written comment or marked 'VF' to show that the pupil has received verbal feedback.
- Marking is completed with a green pen, where possible or alternate colour.
- At the end of every piece of writing the child is given a target in the form of guidance to improve a specific aspect of their work. Pupils are given a short task to do to related to moving their learning forward. This can be given in the form of a 'pink for think' or a challenge.
- Marking may include a 'close the gap' prompt.

Either:

In the form of a **Reminder**

- e.g. How do you think the dog felt?

In the form of a **Scaffold**

- e.g. Describe the expression on the dog's face, do you think he was annoyed?

OR He barked _____ly, feeling that he had lost the chase.

In the form of an **Example**

- e.g. Choose one of the suggestions:
He couldn't believe his eyes.
He ran around feeling very angry.

- Most pieces of writing will have some spelling, punctuation and grammar corrections. Spelling mistakes are signposted by 'sp' in the margin on the line of the incorrect spelling. Spelling mistakes will always be identified if they are high frequency words or words that the pupil would generally be expected to spell correctly. If all of these spellings are correct, a maximum of three spelling corrections for more ambitious words will be identified for correction. The teacher will write the correct spelling above the word for any additional incorrect ambitious words. Pupils are expected to use a dictionary to find the correct spelling and write the spelling correctly once at the end of their work, or on the development page (extended writing).
- Pupils will be given time to proof-read and edit their work before finishing it. These corrections will be made in blue pen (or pencil if the pupil works in pencil).
- Pupils may self-assess their work, using a red pen to show their improvements.
- Work can be peer assessed, using red pen. The peer who has assessed the work will mark initial the assessment with 'PA: *intitals*'.

Presentation

When writing in their books at school all pupils must do their best writing.

Learner's workbooks should be of the highest quality in terms of their appearance.

Children always leave a line between each line of writing to enable them to proof read and edit their own work. Editing/improving is completed on the blank line above.

When mistakes are made – children should use one single straight line, eg. ~~scool~~ in pencil with a ruler to cross it out. They should not scribble out or use rubbers as mistakes need to be seen.

Numeracy

In Numeracy a ✓ will be used for correct calculations and answers. Wrong answers will be demarcated with a dot . (not a cross). Teachers may circle parts of an answer at the point of error. When a child makes an error in a calculation the whole calculation is rewritten underneath the work. If the child gets everything correct they are given a challenge.

Symbols Used in Marking – KS2

Symbol	Meaning	Expected response
✓	For correct answers	In Maths and good sentences, phrase in writing. 2 ticks can be used for very good examples.
•	An error	mistakes to be done again (Maths)
➔	Next steps / Target	Children know what they have to work on next time.
VF	Verbal Feedback	See the teacher to discuss how the work can be improved
RWS	Re write sentence	Children to write an improved or correct sentence.
CL	Capital letter is missing or has been used incorrectly	Write the word correctly
G	There is a grammar error	Write the word or sentence with the correct grammar at the end of the work (or on the development page)
P	Punctuation is missing or has been used incorrectly	Use a red pen to correct the error
Sp	Spelling error	Underline the spelling that is wrong – Teachers to write spelling if needed and pupils write it out correctly once or more if necessary. Write the correct spelling above if it is a word that is unknown to them.
^	A word has been omitted	Word to be written above by child
<i>Wavy line under word/phrase</i>	Incorrect/inappropriate vocabulary has been used	Write an appropriate alternative
Δ	Section of work needs 'up levelling'	Improve the vocabulary/phrasing/punctuation of the section of work signposted
	The magnifying glass indicates a proof reading error. There is a mistake that the pupil should have corrected themselves.	Rewrite the sentence (or indicated section) without the error (at the end of the work).
 P/G/Δ	The magnifying glass symbol may come with a P, G or Δ to indicate the particular area of writing that should improved	Rewrite the sentence

Bold – goes in the margin

In the top right hand corner of the work:

Mark	Meaning
I	Independent work
CT	Worked with Class Teacher
TA	Worked with Teaching Assistant
S	Supply Teacher