

LANGMOOR PRIMARY SCHOOL

Marking Policy - September 2017

At Langmoor we believe marking should not only inform the teacher as to children's progress but enable the children to know what they need to do to improve their work. We believe the children should be involved in the assessment and marking of their own work and through this be involved in the setting of their targets.

Where possible staff are to use green pen to mark with to distinguish from the children's writing when they use a black handwriting pen. If children are editing their own work they will then use a blue handwriting pen. This will take effect from Summer Term 2016.

Literacy

End of unit assessments

In years 1 to 6 individual WILF (What I'm Looking For) grids are shared with children before an outcome piece of work.

When the work is completed, it is discussed so children have the opportunity to evaluate their own work.

The results of the assessments are recorded in class grids as a record of achievement and enabling progress to be tracked.

If work is to be used for display or in child record of achievement books the marking grid is put in the child's literacy book as a record

Marking during units

Marking for improvement takes place once or twice depending on the length of each unit so children are kept aware of the changes they need to make to move forwards.

This is in a ratio of three successes to one developmental point where possible.

Successes are marked with a highlighter pen. Children work on amending their work according to the developmental criteria.

The symbol TI (Teacher Input) is used where work is discussed during the lesson and children amend work immediately.

Time is given for children to amend their work either during the guided session or at a later date. This may be for the whole class or a targeted group. Tab stickers

are used so children know that they have work to amend or a question to answer. Staff give children time to do this.

Other subjects

In other subjects marking for improvement is used when appropriate. It should take place at least once a week in one other subject besides Literacy.

Wilf will be used in lessons and an end of unit wilf grid when appropriate for skills in the various subjects. A copy will be sent to the Headteacher for monitoring purposes.

Motivational marking

Stickers, stars and smiley faces are used for motivation.

Symbols



= good idea



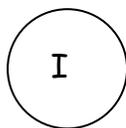
= good sentence/word



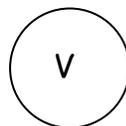
= neat work



= good/I'm pleased

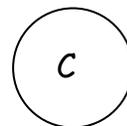
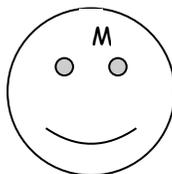


= Independent work



= Verbal feedback given (KS1)

Good Method (mainly Numeracy)



= Use of Calculator

Symbols for corrections

C = Capital

Sp = spelling

Children have time to make their own corrections so they are involved in the improvement process.

KS2 Symbols: please see appendix 1

Foundation Stage

Children are assessed according to early learning goals. Staff use motivational marking and oral feedback. Written marking is used when appropriate to individuals.

Individual child targets

Each term children have reading, writing and maths targets which are reviewed at least half termly. Targets are linked to key objectives and are developed with the children from their assessments. They are displayed in the classroom and regularly referred to.

Planning and evaluation

In medium term plans for foundation subjects and weekly literacy and numeracy plans differentiation is shown with the following codes.

HAP - Higher Attaining Pupils

AAP - Average Attaining Pupils

LAP - Lower Attaining Pupils

Reference is also made to IEPs where appropriate.

TA and LSA support is noted and plans shared with the support staff.

The varied outcomes for each ability level are included.

Evaluation refers to individual children who do not achieve the expected outcomes or who are ready for further development.

Signed:

Date :

Appendix 1: English then Maths symbols

	<i>I like your work</i>
	<i>Neat work</i>
	<i>Good word / sentence</i>
	<i>Good idea</i>
	<i>Verbal feedback given</i>
<i>Ch<u>e</u>k your...</i>	<i>Spelling mistake</i>
 <i>the frog...</i>	<i>Capital letter</i>
	<i>Improvement / Next Step: Can you..... ? Show me.....</i>
	<i>Child to tick when task completed or discussed</i>
	<i>Green = Teacher marking</i>
	<i>Green Highlighting = Good work</i>
	<i>Pink Highlighting = Can you improve this?</i>
	<i>Yellow Highlighting = Child own highlighting of good work</i>
	<i>Child self-editing / marking (Teacher not to mark at all to show independent work)</i>
	<i>Child corrections, marking and editing</i>

	<i>I have met a target independently</i>
	<i>I like your work</i>

	Neat work
	Good word / sentence
	Good idea
	Good method
	Verbal feedback given
	Improvement / Next Step: Can you..... ? Show me.....
	Child to tick when task completed or discussed
	Green = Teacher marking
	Highlighting - Achieved: fluency / beginning the band
	Highlighting - Achieved: reasoning / working in the band
	Highlighting - Achieved: problem solving / secure in the band
	Child corrections, marking and editing
	Prior knowledge (on square post it note)
	Verbal comment / reasoning evidence (on shape post it note)