



Lawrence View Primary and Nursery School

Marking Policy

Why do we mark?

Marking in our school is done for the following reasons:

- To assess each child's development, identifying any problems and encourage future progress.
- To give children information about their strengths and weaknesses and how they should improve their work.
- To show children that we value their work and to encourage them to improve and progress.
- To inform teacher planning for future work.

How do we mark?

- Marking should be positive and constructive. It should be linked to individual ability, learning objectives and success criteria. It may be, verbal or written.
- Children will be given praise where appropriate and improvement prompts for future development.
- Where possible marking should be done with the child.
- Every piece of work is marked.
- Teachers/ T.A marking is in green pen. (Children's improvements as a result of marking in pink or written in pen/pencil as normal but a small pink star placed at the side to indicate improvement has been completed.)
- Work marked by the supply teacher will be marked with 'ST'
- Marking in **all subjects** acknowledges any success pupils have made towards their targets and previous improvement prompts.

Maths

If a calculation is correct it is indicated with a tick. If it is wrong a circle can be used to indicate which part of the calculation is wrong or a small dot next to the whole calculation. Children are encouraged to put a line through a mistake and write the correct answer next

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to it. Corrections are marked with a 'C'. If an area of difficulty is identified pupils will be given an improvement points. Identify what has been less successful and give an improvement point. **This should be an 'action' for the child to address rather than a 'remember to' as most children are unlikely to remember.** If all calculations are correct a future prompt/ question or challenge will be provide to move pupils learning on. Pupils are given time to respond to this marking and this is done in pink pen.

Examples of suggested prompts:

Action prompts

- Look again at problem 4. Look at the words I have underlined and use them to solve the problem
- Try question 3 again and use cubes / number line / 100 square to help you

Questions

- Which method did you find most useful today?
- What have you learnt today that you can use in another maths problem?
- You can multiply 1 digit number by 10. What would happen if you multiply 2 digit numbers by 10?

A reminder prompt

- This simply reminds the child of what could be improved. E.g. reminding a child to adjust when using "add 20 -1" to calculate "add19".

A scaffolded prompt

- most suitable for children who need more structure than a simple reminder. This provides some support, it could be a question, a directive or perhaps an unfinished question. E.g. a comment like you've added 20 but you wanted to add 19. What do you need to do now? ("add 20 -1" to calculate "add 19").

An example prompt:

- This prompt gives children options to choose from. E.g. a worked example on the number line showing a jump forward of twenty and a jump back of one to model leaving 19 when using "add 20 -1" to calculate "add19".

Using and applying will be marked with a comment.

Literacy (see attached symbol sheet)

The following conventions will be used by teachers to mark, and taught to the children for their use at an appropriate level.

All Independent writing is marked using 'bubble and block' system of marking. This identifies where children have done well in their writing and where an improvement can be made.

For this marking – the 'closing the gap prompts' are used to provide children with differentiated guidance on how to improve their piece of writing so that they can make small focused improvements.

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When a piece of writing is marked:

- Indicate two or three places where the child has been successful in his/her writing using a highlighter pen (against the success criteria); **bubble**.

These can be identified in pupils work with the use of a highlighter pen.

- Decide what further learning needs to take place and indicate where an improvement could be made which will promote this; **block**

- Provide a 'closing the gap prompt' to help the child make a small improvement and thus close the gap between what they have done and what they could do.

Examples of a prompt:

A reminder prompt (most suitable for higher-attaining pupils)

(e.g. "What else could you say about the prince")

A scaffolded prompt (for those children who need more structure or support)

(E.g. a question - "Can you describe the prince's personality?"

A directive - "Say something about the prince's personality"

An unfinished sentence - "The prince showed how ... he was

When he..."

An example prompt (especially successful with average or below average

children)

(e.g. "Try one of these words to describe the prince – kind, funny,

sensitive - or use one of your own")

Intervention Marking.

Marking during the lesson is used to provide instant feedback which children will respond to immediately to move their learning forward. The teacher continues to mark using the green pen and will identify where this has happened with a small asterix followed by a comment.

e.g * Start the next sentence with a subordinate clause.

* Now move onto addition of decimals

Other marking

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A tick with LOA (learning objective achieved) or a short comment will be written with each piece of learning pupils complete indicating what went well. This will be followed by a short improvement prompt where appropriate.

Children are always given time to read, reflect and act on this feedback.

Self and Peer Marking

To be effective, pupil self-evaluation needs to be built into the culture of the classroom. There is a real value in developing a child's own evaluative skills so that they can start to identify their own points for improvement. This will complement the expert skills of the teacher.

As with all feedback, self and peer assessment are only effective when the child knows and understands what they are evaluating against, i.e. they understand the learning objective and success criteria. Better still, they will often have the opportunity to develop their own success criteria.

Self and peer evaluation can be easily built into the lesson. They can provide a short change of focus and can re-engage children and re-focus them back onto the success criteria of the task.

To heighten the importance and impact of self and peer marking and to have a consistent approach through school, children will use **Pink** pen or pencil with pink star.

Children will quickly understand the purpose of using pink pen to be evaluative. They can use this to:

- Self mark
- Identify areas where they have seen themselves as successful
- Identify an improvement point
- Carry out improvements based on feedback from an adult
- Give feedback to a peer
- Pose questions to respond to
- Initial comments to depict that they have been read
- Write a comment back to their teacher e.g.

Okay, I will try

I find this much easier now

Sorry - I keep forgetting

Thank you

Are my paragraphs better?

Ideas for pink pen work

1. Get the children into the discipline of being evaluative e.g. **I like because**

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2. Evaluate the maths of a friend and then pose another calculation or problem to solve.
3. Pose a question e.g.

What have you learnt?	Which skills have you applied?
What do you need to do next?	Which vocabulary has been useful today?
What have you found easy difficult?	
4. Write a one-sentence summary of your learning
5. Find one place for instant improvement and pink pen it!
6. Circle your best idea to share with someone

Homework

All homework will be stamped by the teacher to show that it has been seen and read and a short comment made. This will not be marked in depth as there will be no knowing how much help and support the child has received or knowledge of the child's independent understanding. Any misconceptions picked up by the teacher will be discussed on an individual basis with the child.