

Marking Policy



Brambleside
Primary School

Brambleside Academy Trust

Head Teacher Name & Signature:	Drew Brown	Date:
Chair of Governors Name & Signature	Bill Parker	Date:
Last reviewed on:		
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Review Frequency	As and when	
Lead	Drew Brown	
Situation	O - 15 Changes /No Changes / New	

Writing Marking Policy at Brambleside Primary School

Introduction

In this document, 'marking' is taken to mean the process whereby a teacher looks at pupils' written work, examines it for errors or possibility for improvement and then responds in some way, either in writing, speech or action.

We believe that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons. Marking and evidence-recording strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation. Neither should they result in an excessive workload for teachers.

The policy must be:

- consistently applied by all staff
- clear in its purpose
- manageable
- productive in its outcomes and
- informed by pupils' individual learning needs and assessments

Handwriting

It is vital that all teacher comments are legible and written in blue pen. Nelson Handwriting should be modelled by all teachers.

Children should be encouraged to follow Nelson Handwriting. Children use pencil in Year 1 and 2. By the end of Year 3, children's writing should be neat enough to use black pen.

When editing, children use green.

Guidance on Marking Grammar and Punctuation

Grammar and punctuation will be marked in extended, independent pieces of writing. Children are expected to use the grammar and punctuation for their year group (and preceding year groups') correctly. If not, this is marked.

Guidance on Marking Spelling

Spelling will be checked in every piece of writing. Spelling mistakes in Year 1, 3, 4 and 5 are underlined by the teacher but corrected by the child. Some children in Year 1, 3, 4 and 5 may be able to identify their own spelling errors; teachers should follow the Year 2/6 procedure in this case.

Spelling mistakes in Year 2 and 6 are tallied at the end of a paragraph:

- sp = spelling mistake (if more than one error, use x3, for example)

Children are expected to spell their year group's statutory word lists (and preceding year groups') correctly. If not, this is marked.

Other Marking Procedures

Ticks can be used to indicate a success, especially against the success criteria.

Dates and titles must be checked for spelling.

Each punctuation, grammar and spelling error must be corrected by the child in green pencil/pen and checked by the teacher. Children can be supported in their editing by peers or a group and through use of classroom resources. If a child is unable to correct their error without teacher support, 'VF' must be written next to the specific correction (not in the margin).

If children complete a Next Step to extend or improve their writing, they must do this in green.

If teachers wish to write appropriate comments, including Next Steps, in the pupils' books, they may. The emphasis in marking should be on both successes against the learning outcome and improvement needs against it.

Any written comments consideration should be given to the following questions:

- Can pupils read your comments?
- Have you modelled effectively the school script?
- Can the pupils understand your comments?
- Do you allow time for the pupils to read your marking?

Initialling work

When anyone other than the class teacher has marked the work (for example PPA teacher, supply teacher, teaching assistant), the work must be initialled next to the title. If the work is not initialled, the assumption is made that the class teacher has marked that work.

Mathematics Marking Policy at Brambleside Primary School

Introduction

This policy is based upon the NCETM Marking and Evidence Guidance for Primary Mathematics Teaching. In this document, 'marking' is taken to mean the process whereby a teacher looks at pupils' written work, examines it for errors, misconceptions and/or conceptual and procedural fluency, and then responds in some way, either in writing, speech or action.

Research (Black et al 2003) shows that the most effective and beneficial forms of assessment are ones which support learning (i.e. are formative) and are built-in to lesson design. In primary mathematics they require:

- well-structured classroom activities (involving conceptual and procedural variation and intelligent practice);
- regular opportunities for discussion of answers and strategies to support pupils' reasoning skills and check and deepen their understanding;
- interaction and dialogue (between teacher and pupils, and between pupils themselves), focusing in particular on key ideas and concepts (including misconceptions and difficult points) and effective, efficient strategies of working mathematically.

We believe that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons. Marking and evidence-recording strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation. Neither should they result in an excessive workload for teachers.

The policy must be:

- consistently applied by all staff;
- clear in its purpose;
- manageable;
- productive in its outcomes;
- informed by pupils' individual learning needs and assessments.

Teacher's handwriting

It is vital that all teacher comments are legible.

Guidance on Marking Mathematics at Brambleside Primary School

It is important for teachers to distinguish between a pupil's simple slips and an error that reflects a lack of understanding:

- For slips, teachers simply indicate where each slip occurs through marking. When appropriate, the teacher may encourage pupils to correct them.
- If errors demonstrate lack of understanding for a small number of pupils, the teacher will address this by working with the child during 'Catch Up' sessions. A record of Catch Up is noted in the Teacher's Planner. This allows teachers to identify pupils who

regularly struggle in lessons and put in additional support. If Catch Up cannot occur, written feedback may be given (see guidance below).

If errors demonstrate lack of understanding for a large number of pupils, the errors will be addressed in the next lesson. A record of this is noted in the Teacher's planner book.

Evidence shows (Black and William 1998) that pupils benefit from marking their own work. Therefore, when the teacher feels it is appropriate, work in maths books may be marked by the pupils. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on. Teachers will always check work.

It is not a routine expectation that next-steps be written into pupils' books. The next lesson should be designed to take account of the next steps. However, if teachers wish to write appropriate comments, including next steps, in the pupils' books, they may. The emphasis in marking should be on both successes against the learning outcome and improvement needs against it.

Any written comments consideration should be given to the following questions:

- Can pupils read your comments?
- Have you modelled effectively the school script?
- Can the pupils understand your comments?
- Do you allow time for the pupils to read your marking?

Initialling work

When anyone other than the class teacher has marked the work, for example PPA teacher, supply teacher, teaching assistant or child, the work must be initialled next to the Learning Objective. If the work is not initialled, the assumption is made that the class teacher has marked that work.

Key to marking symbols

Teachers/ Adults to mark in blue pen. Pupils' to complete maths work in pencil (black pen in Year 5 and 6) and any marking responses in green pen.

√ - Correct response

x- Incorrect response. Pupils are expected to make corrections in green pen. **Please model what this should look like!**

√c- Correct response to corrections

Xc – incorrect response to corrections

Ratios to show adults to pupils shown (ie 1:4)