

# **Hutton Rudby Primary School**

## **Marking Policy Statement**

Marking and Feedback is one of the most effective ways to impact on learning, where children are given time to respond to comments, improvement can be rapid.

Our Marking Policy encourages progression and development in children's learning in a positive and developmental way. Marking is the statement, written or spoken, that the teacher makes when intervening in the learning process. Effective marking will challenge and inspire pupils to produce increasingly better work. Effective marking will help the teacher and pupil assess an individual's work to inform future learning.

In Hutton Rudby Primary School we will aim to:

1. Make all teacher intervention in the marking process positive and developmental, leading to a greater achievement on the part of the child. Assessment for Learning principles and practices are adopted to further individual children's learning.
2. Give the child clear objectives so that they may have their own clear set of expectations, and from this pupil assessment is encouraged. Children and teachers can develop success criteria to sequence learning.
3. Have the learning objective L.O. written on the board.
4. Recognise and reward effort.

### **Positive and Developmental Marking**

1. Teachers' comments must be relevant and clearly understood by the child.
2. Marking should praise the positive and encourage children to respond and improve.
- 3.
4. Marking should encourage the use of resources to support further work or self-correction.
5. Peer marking is to be encouraged.

### **Consistency**

This policy needs to be followed to ensure a consistent approach to the marking of children's work throughout the school. The frequency and quality of marking needs to be apparent in our approach to children's work. The frequency and quality of interaction we have in the marking process, will significantly affect children's performance.

- All work should be seen as soon as possible after completion.
- If possible, have the child present. This could be more usual in mathematics to correct understanding of concepts.
- Teachers should instil in the children the expectations for improvement within presentation and to have an understanding of the quality of the final product.
- Teacher marking may lead to a changed assessment of individuals, groups or the class leading to changed planning for the next lesson.
- Teachers to encourage the children to have conversations and discussions about the quality of their work, and to discuss how improvements can take place. The next step is for the children to do those improvements.

Marking is most effective when linked to the planning process. Teachers should explain what is expected of the pupil, how it is to be achieved and why they are doing it.

In effect, this means:

1. Planning effectively, setting clear objectives that pupils can understand.
2. Mark to the learning intention.
3. Expect the child to respond to the learning comments.
4. Include the child in the target setting process – marking needs to be a partnership.

Written work will be marked using the following code:

1. Punctuation and spelling mistakes will be highlighted as appropriate to year group and lesson objectives.
2. A small arrowhead will show a missed out word or words.
3. NP will be use to denote a new paragraph.

**Agreed            January 2015**  
**To review        January     2017**

## **Appendix 1**

### **Drafting Your Work**

When you have finished your writing:

1. Read it aloud to yourself.

Ask yourself:

2. Am I pleased with my writing? Does it match my success criteria and my personal targets?
3. Is there anything I need to add or change to further improve my work further?

When you have done this:

4. Now read your writing to a friend. Listen to what they say. Have they got any good ideas on how to improve your work?

**Agreed            January        2015**  
**To review        January        2017**



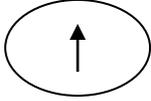
## **Appendix 2**

### **How to be a Good Response Friend**

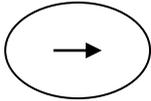
1. Listen very carefully to your friend's work.
2. Respond in terms of a response sandwich, positive point, improvement point, positive point.
3. Tell your friend what you liked about their writing (at least one point).
4. Think carefully about how they might improve their work:
  - Is there anything missing?
  - Is the beginning suitable?
  - Could anything be missed out?
  - Is the writing suitable for the audience?
  - Can you suggest any useful words or expressions?
5. Talk to your friend about possible improvements.

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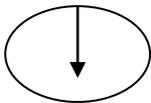
## Marking Means



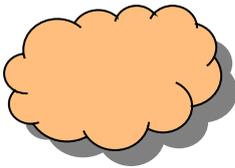
*I understood the lesson*



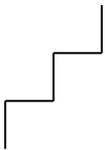
*I am beginning to understand*



*I did not really understand*



*The good things about my work*



*My next steps to improve my work*

### MATHS

*. or x – I need to look again.*



*I have got it right.*



*This is where I have gone wrong.*

### ENGLISH

Underlined word- *I need to look again and write the correct spelling at the bottom of the page.*

*All of my mistakes will not be marked-only the ones that I was concentrating on.*

*Spelling*



*I have got it right.*