

Hollywood Primary School Marking Policy

Our aim in marking children's work is that:

- Standards and expectations are set and shared with the child.
- Each child is encouraged to aim for sustained improvement and the highest standard of work.
- The individual needs, ability and effort of the child is always reflected
- All pieces of work are openly and appropriately acknowledged.
- Progress against learning objectives, specific lesson focus and targets set is assessed and shared with the child.
- It is a purposeful activity aimed at moving the child forward i.e. how they can move on and make further and sustainable progress.
- Positive interaction between the teacher and pupil is developed.
- It communicates standards, expectations and progress to parents.
- It should be a manageable process.

Organisation

IF YOU TEACH A LESSON YOU ARE RESPONSIBLE FOR MARKING AND ASSESSING

- Teaching Assistants, supply and cover teachers should indicate that they have marked work by putting their initials inside a circle.
- All adult writing should be neat and legible.
- All work should be marked using pink and green.
- Correct answers should be ticked with a pink pen and incorrect answers dotted with a green pen.
- Evidence of achieving the learning objective or individual target should be highlighted in pink.
- Errors or areas for development should be highlighted in green. The amount of errors highlighted is up to individual professional judgement.
- Comments should address three areas:- progress against the learning objective and/ or pupils targets – how that piece of work could have been improved – what to do next time to move forward.
- Comments should contain no abbreviations and be highlighted “green for growth” or “tickled pink”.
- If the child has achieved the LO it should be partly highlighted in pink. If the child shows some understanding of the LO a green question mark should be written at the end of it. If the child shows limited, or no understanding of the LO then it should be highlighted in green.
- Where a child has achieved their individual target this should be indicated with a capital T inside a circle.
- Where a child has been supported to achieve the learning objective this should be indicated with a capital S inside a circle.
- Where possible the teacher and child will be involved in the marking/review process together.
- Where the number of errors clearly indicates a lack of understanding, direct intervention should take place and be noted.
- Whenever possible feedback should be given during the next lesson.
- Young children expect an instant reaction and response from the teacher. This should be through a spoken or written response.
- The use of stamps and stickers demonstrate a positive reaction to the child's effort.
- Children are taught to review and reflect on their work after it has been marked.
- Children should self evaluate next to the learning objective at the end of each piece of work by smiley faces (☺☹☹).
- Peer assessment should take place where possible and at an age appropriate level.
- All self and peer assessment should be completed in pencil.
- Homework should be marked in line with the school marking policy and if appropriate marked in class with the children.
- Project work should be marked according to individual effort and original content.