

# STANSTEAD PRIMARY & NURSERY SCHOOL



## MARKING Policy November 2018

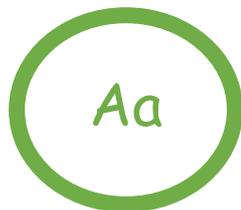
Stanstead Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking at Stanstead is a process of creating a dialogue with children, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

At Stanstead Primary School we aim to:

- Provide a dialogue between teachers and children, which will aid progression.
- Give clear strategies on how children can improve their work.
- Provide a tool for teacher assessment.
- Positively reinforce children's achievement and efforts.
- Use our marking system as a tool for formative ongoing assessment.

### Section 1 - Key Stage 1 Marking

1. These symbols will be used within English and Science writing sessions to provide developmental marking to the children.



capital letters



full stops



finger spaces



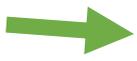
handwriting



on the lines



spelling



2. A green arrow will be used to illustrate developmental marking. This will be followed by a challenge or next step that moves the children's learning forward.

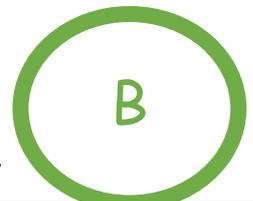
abcdefghijklm  
nopqrstuvwxyz

3. Children will respond to any developmental marking (verbal or written) in purple pen.

4. Children will complete the booster in purple pen.

There will be a teacher to child ratio in the booster.

Any input from the teacher within the booster will be written in green pen.



To indicate the start of a booster session

## Section 2 - Key Stage 2 Marking

- Success criteria will be used in English, Maths and Science sessions. Teachers will tick the criteria that has been achieved within the lesson. Teachers will also put an arrow next to the criteria that identifies their next step. If appropriate, the children will also be given a written next step to move their learning on.

### Maths Example

Achieve: I can compare fractions.		
Aspire: I can order 3 or more fractions.		
<b>Assessment</b>	<b>SA</b>	<b>TA</b>
I can compare fractions with denominators with linked multiples.		
I can compare fractions with unlinked multiples.		
I can order 3 or more fractions.		
	Add another fraction in between 2 of your ordered fractions.	

## English Example

<u>Tuesday 28th November 2018</u>		
Achieve: I can identify clauses and phrases.		
Aspire: I can vary the position of clauses and phrases in a sentence.		
Assessment	SA	TA
I can identify a clause or a phrase.		
I can knowingly write clauses and phrases within a sentence.		
I can move clauses and phrases around in a sentence.		
 Can you label some of your phrases with the type of phrase you have used?		



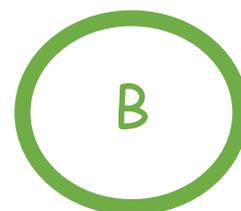
A green arrow will be used to illustrate a next step in order to move the children's learning forward.

2. Children will respond to any developmental marking (verbal or written) in purple pen.

3. Children will complete the booster in purple pen.

There will be a teacher to child ratio in the booster.

Any input from the teacher within the booster will be written in green pen.



To indicate the start of a booster session

4. Aspiring Authors

During each writing session, the children will be provided with a success criteria, which they will be marked against. Every child will be given targets for improvement for their next piece of writing.

5. Reading

Each reading session will have an achieve and an aspire. Children will be marked against those criteria; a tick will be placed next to each that has been achieved.

### Symbols

The following symbols will also be used:

Sp - spelling

GW - guided work - the ration will also be included

VF - verbal feedback

### **Section 3 - Frequency of Marking**

It will be evident that every piece of work (Curriculum and Maths) is marked whether through verbal marking (VM), peer marking (PM) or developmental marking.

At least once a week, children's English and Maths work will have next steps of learning written, by the teacher, to further children's development.