

**FALKNER HOUSE MARKING POLICY**  
**Nursery – Year 6 (includes EYFS)**

**Nursery – Year 3 refer to practices at both Brechin Place and Penywern Road**

**Years 4-6 refer to practices only at Brechin Place**

Marking children's work is critical for a teacher to assess the effectiveness or appropriateness of the lesson. If a child has made many errors and clearly not grasped the main ideas, then perhaps it was too challenging for them. If, on the other hand, a child is consistently getting everything right and not making any errors then perhaps they are not being challenged enough. All staff should mark work as quickly as possible and give oral praise and guidance as and when necessary.

Good marking provides a framework to encourage children to work independently in an active environment where they take responsibility for their own learning and develop lifelong skills. At Falkner House, marking – written and oral - is seen as an essential part of planning, assessment, teaching and learning. Marking is used to inform teachers' planning, both long and short term, and **above all, to give feedback and constructive comment to pupils**. This in turn promotes positive attitudes and behaviour amongst pupils and leads to an improvement in standards. Marking allows for self-assessment where the child can recognise their difficulties and mistakes; it should encourage acceptance of help/guidance from others.

## **DEFINITIONS**

**Test** topic specific and discrete e.g. spelling, tables, end of topic or foreign language vocabulary.  
Marks noted on Year group 'global'

**Assessment** informal, cumulative, no revision, marks and papers are not returned to pupils or parents  
Marks for the December and June assessments with the class median and range are included on the written reports from the summer term in Year 2.

**Exams** Girls and boys Years 4-6  
Boys Years 2 and 3 if sitting 7+ or 8+  
% results (but not rank order) are given to the children. Teachers review the papers with the class.  
Examination scripts are not returned to parents but may be perused in school.  
The rank order is included in reports from the autumn term in Year 6.

### **Falkner House teachers must:**

- Mark and give feedback to pupils promptly to validate the work and resolve misunderstandings in a manner appropriate to age and subject material
- Know what they are marking for - accuracy, neatness, creativity, a specific grammatical point, etc. If the teacher has been encouraging the use of descriptive language, then those words and phrases thought to have been well used could be highlighted.
- Use a complementary colour to the pupils work so that it can be seen easily.
- Keep other *surface feature* comments to a minimum e.g. spelling and presentation, if they are not part of the learning objective or success criteria. As a guideline, in Years 1 and 2, teachers should only correct a maximum of three spelling errors for any one piece of class-based work. This number may increase in Years 3-6 depending on the ability and confidence of the child. Marking spellings should never deter any child from experimenting with language for fear of incorrect spelling.
- Acknowledge all work with a tick or symbol to show that the teacher has looked at it.
- Keep numerical grades to a minimum and use mainly for tests.
- Note where work has been supported (W/A), sometimes with the initials of the supporting adult.
- Award tickers and house points, smiley faces, stars, stamps etc and write a comment, such as 'Good Work' or 'Very Good'
- Recognise if children have undue difficulty with an activity or conquer something that they found difficult for a long time and note this on the piece of work in question.
- Be sensitive and consider the needs of each individual child.
- Help pupils by giving constructive guidance to correct errors and set targets for improvements. Children should have time to review and act on any feedback and 'close the gap'. Pupils should acknowledge targets or 'next steps' and work towards achieving them so as to have a greater understanding of what they need to achieve. If not done before, at the start of each lesson, children should look at their previous piece of work and answer any questions/complete any necessary corrections.
- Develop learners' capacity for self and peer assessment (teacher reviewed) so that they can become reflective and self-managing.
- Have any critical comment supported by a constructive statement on how to improve and by positive statements about the child's efforts.
- Make a positive comment at the end of a piece of work. Any difficulties are resolved before (one-on-one or in small groups during break times) or during the beginning of the next lesson.
- Make a recommendation of good work to the Head teacher who then can award a Falkner House 'Well Done' sticker

**Falkner House teachers may:**

- Use highlighters in to show achievement against the success criteria as much as possible as are open-ended or scaffold prompts for improvement. Use ‘WOW’ (pink highlights) and ‘HOW’ (green highlights) for written feedback, where WOW comments on the successes and HOW indicates/suggests, ways to improve. If the learning objective is achieved a pink mark is made. If they still need support a green mark will be made and verbal comment will be made by the class teacher.
- Use success criteria/ learning objectives either pre-constructed and stuck in the books prior to the lesson (see below) or co-constructed (generally verbally) with the children during the lesson.
  - If the children are happy with their work, they can add a smile; if they are not sure they add a straight line; and if they feel a bit confused they add a wiggly line. The children draw their faces or tick (√) under the “C” column.
  - If all success criteria are achieved the teacher may tick (√) the T column or draw a face. If only some of are achieved a dash or a tick with a dash through it will be awarded. If a pupil still needs support a teacher makes a verbal or written comment.
- When appropriate give individual “Personal Targets” for the next piece of written work.
- Use the Falkner House ‘marking code’ (modified according to age) in the front of some of the children’s exercise books / folders.

*An example of a pre-constructed learning label:*



TARGET		P	T
<b>LO</b>	<b>To use a number line to add</b>		
<b>SC</b>	I have written the number sentence.		
	I have started with the biggest number on the number line.		
	I have partitioned the smallest number.		
	I have jumped the tens and then the units.		

**Monitoring**

The Heads of departments ensure that these guidelines are being used consistently throughout the school by sampling marked work. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff. Samples of work and exercise books from all Year groups (top, middle and bottom) are viewed once a term by the HODs and headteacher.

Form teachers need to be alert to consistency in grading for their class across the curriculum.


## Feedback - what to look for.

Any feedback given to you in your books will show how well you have achieved against the learning objective and any success criteria that were agreed with you. In other words, teachers will mark your books along the lines of what you have been taught to do. Teachers' comments and suggestions of how to close the gaps are really important as they show how you can improve. Take time to read them.

Marking will be particular to your learning needs, in other words different things for different people

Feedback will highlight your successes and usually indicate an area for improvement.

Not all spellings will be corrected (so you should not be deterred from experimenting with ambitious vocabulary) but please take time to look at those that have been corrected and re-write them five times.

Code / Symbol	Explanation	Example
O	Shows a missing capital letter	(t)he dog is called (a)lbert.
_	For an inappropriate use of a capital letter.	The dog is <u>B</u> rown
sp	For inaccurate spelling: The word will be underlines and spelt correctly in the margin.	The dog is <u>bown</u> sp: brown
@	You have left out some punctuation. Can you work out what it should be?	The dog is brown @
	Correct tense or grammar.	<u>I goes to the shop</u>
^	You have left out a word.	The dog ^ brown.
// /	Used to indicate the start of a new paragraph. Used to indicate a new line.	The sun came out and everyone cheered loudly. // In the distance a wild animal could be seen moving towards the children.
BW	Better word desirable – place under word	The big dog. BW
?	I do not understand you !	The cloe dig quick ?
...	Please expand on your ideas.	The firework was great...
(ASK)	Please ask – we have something to discuss.	“..... .....” (ASK.)
<b>Pink or Orange</b>	To show you your successes against the learning objective / success criteria. You have understood!	LO: To use adverbs or adverbial phrases in our writing. The dog, <b>growing furiously</b> , leapt at the postman.
<b>Green</b>	An area to improve upon – often linked to the teacher's comment at the end of your work.	The <b>postman went away</b> . “ Describe how the postman went away –after all he has just encountered a savage dog!”

## Subjects with specific marking systems

### MATHS:

#### Reception

- The objective will be to avoid a child making mistakes at this early stage so they will be supported during the calculations process, but any incorrect answers are corrected with the child herself.

#### Year 3

- Children are asked to correct and review work during the lesson and if much support is needed, a 'teacher assisted' sticker or similar is put on their work.
- Mental maths 'tests' are peer marked but checked by the class teacher or TA after the lesson. Marks are recorded in 'global.'

#### Ys 4-6

- All class work and homework is checked and marked daily – pupils' self- mark as answers are discussed orally and on the board so that corrections can be done.
- Corrections are discussed and completed (each lesson) before the next section is started.
- Mental and topic tests results are recorded by the teacher. Pupils in year 5 & 6 write a comment at the end of each mental test stating their own opinion of their performance – e.g.: I am satisfied with my result but need to focus more. This is then initialled by the maths teacher.
- Where appropriate pupils have individual targets and are awarded house points/stickers according to their individual ability, thereby motivating and encouraging pupils of all abilities.

### FRENCH




Written work is only from Year 3. Generally, we mark in French e.g. 'bien' and relevant feedback will be given in French wherever possible. If a grammatical point needs to be explained then comments may be made in English.

### RE, PE, MUSIC, DT, and ART

Marking has a different emphasis in these subjects on account of work being primarily oral or of a different nature.

## HISTORY YEARS 4-6

Progress ladders are introduced gradually in Y4 and fairly consistently with Ys 5 and 6 allowing children to evaluate their work as they go through it allowing for a greater understanding. The teacher marks alongside it allowing pupils to see where they might have improved. Work is not graded on the children's work but topic grades are given in the autumn and summer reports.

<b>PROGRESS LADDER</b> <i>Title of piece of work</i>		
<b>Objective:</b>	<b>Pupil</b>	<b>Teacher</b>
I started by stating the issue and my opinion of it		
I supported my arguments with reasons and factual evidence		
I summarised my arguments		
I stated my point of view clearly in the introduction and in the conclusion		
I backed up each argument with relevant evidence and detail		
   <b>A</b> <b>B</b> <b>C</b>		
<b>Pupil / teacher comments</b>		

# IT ART GALLERY

## Year 5

Name \_\_\_\_\_

Date \_\_\_\_\_

	Pupil Score	Teacher Score
Number of times help given		
Ability to follow instructions		
Problem Solving		
Creativity		
Technical Skill		

Points out of 10 - 1 being the highest.

### Pupil

During this project:

I enjoyed

I found challenging

My target for the next project


**During IT** lessons teacher feedback is given to pupils throughout the lessons. Pupils are encouraged to problem solve independently before asking for teacher support. Self and peer assessment takes place throughout IT lessons... At the end of each project pupils self-assess their work by completing a progress sheet, which is also completed by the teacher. Targets and skills achieved are also discussed individually at this time.