

WARDEN HILL PRIMARY SCHOOL

English Marking Policy

Member of staff responsible	Literacy Team overseen by Deputy Head
Governor responsible	Amanda Lomax
Sub-Committee responsible	Curriculum
Date agreed with staff	23.11.11
Date discussed with pupils	17 th November 2010
Date agreed at Sub-Committee	
Date approved at Governing Body	
Frequency of policy review	Annual
Date next review due	September 2012

Document Version Control

Issue Number	Issue Date	Summary of changes
1	Sept 1994	Original Issue
1.1	November 2010	Revision to general policy in respect to English
1.2	November 2011	SLG review of policy

Mission Statement

All at Warden Hill are working to create and maintain a safe and secure environment for children, with an atmosphere that fosters happiness and growing self-confidence. As Warden Hill recognises the central importance of English, it is given a high priority within the school.

The Warden Hill marking policy is designed to promote consistent standards of marking and common methods from one teacher to another and from one department to another.

Aims

- To form the basis of a discussion between the teacher and child.
- To act as a diagnostic tool by which we can evaluate whether the child has or has not achieved the learning objective.
- To aid Assessment for Learning (AFL) so the child understands the next steps to becoming a better writer and the teacher is informed of how to facilitate this.
- To promote children's confidence as learners so that they can become more pro-active by:
 - a) building up self esteem and a feeling of worth and competence.
 - b) giving positive reinforcement.
 - c) encouraging them to perform to the best of their abilities.
 - d) increasing motivation.
 - e) giving advice as to how to improve.
- To provide a record of children's progress.
- Focus teachers on those areas of learning where help is needed.
- To help parents understand strengths and areas for development in their child's work.

Marking of English

The Process of Marking

- Mark a child's work with them where possible and appropriate.
- Mark according to the LO (learning objective in KS2) WALT (What are we Learning today? In KS1) and WILF (What I'm Looking For KS1 & 2) and where appropriate, class or school targets.
- Marking will:
 - Be legible and clear in meaning
 - Recognise children's achievements in learning
 - Indicate the next steps in children's learning
- Marking symbols will be displayed and explained to the children.
KS1 use a marking key (see appendix 1)
KS2 will use a display of symbols (see appendix 2)
KS2 will also follow the additional marking guidelines (see appendix 3)
- Where effective and appropriate, highlighter may be used to highlight where the child has met or surpassed the learning intentions.
- Time may be given to respond to marking and children are encouraged to comment (according to age and ability.)
- Where appropriate time will be allowed within lessons for children to edit and polish their work using aids such as polishing pens, generally in Key Stage 2.
- Marking may include various forms of self-assessment or peer group appraisal (as appropriate to age and ability.)
- For the youngest children comments need to be given orally
- Teachers use a variety of rewards such as house points, merit marks, (worth 5 house points), praise pad notes, stickers, smiley faces and comment stamps.

Moderation of Marking

Consistent standards of marking between teachers and throughout the school will be achieved in a variety of ways including lesson observations, book looks, staff meetings, APP moderation and subject leader evaluation.