

# Priority Junior School Marking Policy 2015

Aims: to ensure that all children have their work marked in such a way that is likely to enable them to progress their learning, develop self-confidence, raise their self-esteem and provide opportunities for self and peer assessment.

## Principles

- Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.
- The marking of children's work, either written or verbal, should be regular and frequent to aid assessment for learning and next steps.

We use the PAR written approach: **Praise**, **Action** and Response (See appendix 1).

- **P = Praise:** Specific, positive comments should be made on their work. If their work shows good progress, a comment should be made in green. E.g. **A good newspaper report Kai, I particularly like your time connectives).**
- **A = Action:** Areas for improvement (Actions in purple pen) will be used to show that a child needs to improve their work, e.g. **Remember to add the units first. Have another go at this one:**
- **The 3Cs:** Purple actions will either be: a consolidation, a correction or a challenge (extension) depending on the outcomes from the child and their need.
- **R = Response:** children will respond in black pen by correcting their work, having a go at a challenge or consolidating their learning.
- Marking should be linked to the 'Can I...' learning question (objective) or children's personal targets.
- Success criteria stickers should be used to enable children to know whether they are successful or not.
- Teachers should look for opportunities to provide positive public feedback to children concerning work, which is a high achievement for particular children.
- Marking procedures and marking standards should be consistently applied, across all subjects.
- The marking criteria (appendix 2) should be explained so that children understand the meaning of the marking they receive.
- Fix it time will be provided for children to respond (in black pen) to their purple actions.

## Peer and Self-Assessment

'Can I...' questions and targets can be peer or self-assessed by children using different faces to show their

achievement of the objective or criteria . The children may add a comment to this, explaining their assessment to their teacher. Children are also expected to use the PAR approach when marking any work as they become more confident to do this. They must write their name to say they have written a peer comment. E.g. By Harry B

Children must respond to purple comments by doing what they ask.

## Support codes

These should be used to aid assessments in learning. Teachers and TA's should indicate, where support has been given, in the following way:

S = Supported work (support from adults or children).

VF = Verbal feedback has been given to the children in this lesson.

Children's books will be monitored every half term by an SLT member and subject leaders to ensure consistency. Written feedback will be given to staff and governors.

**Appendix 1**

**Displayed in book contracts:**

**P** Great Green!



Praise! You have achieved the intended learning and made good progress.

**A** Improve it Purple



Action! Look at these comments, they will help you improve your learning.

**R** Better in Black



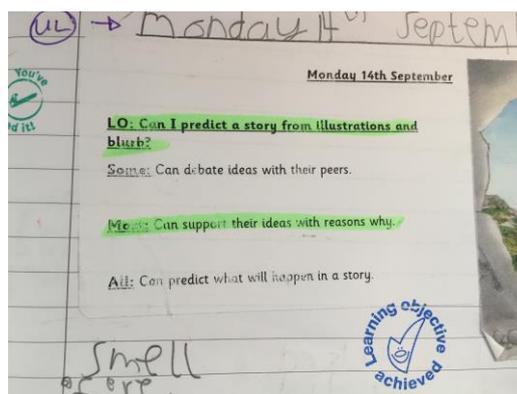
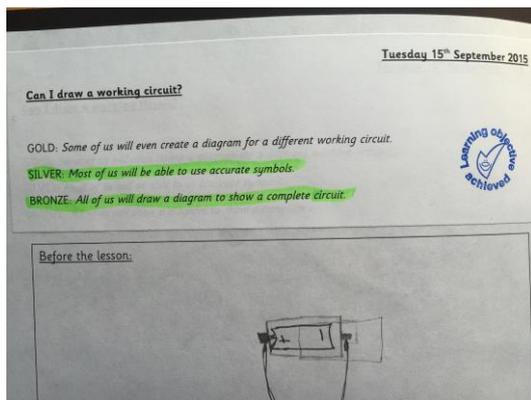
Response! Respond to the action to take your learning further.

**Blue represents our**

## Expectations (reviewed and amended from Feb 2016):

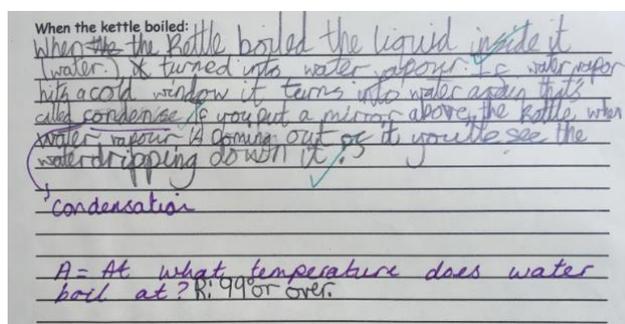
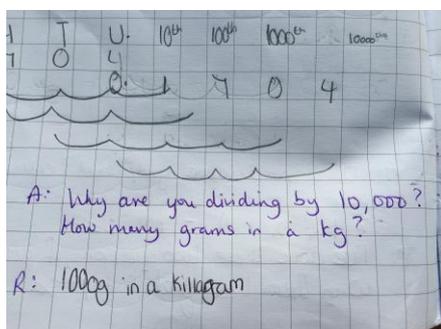
### Stage 1 – light touch marking:

Highlight the success criteria that has been achieved in green.



### Stage 2 – intermediate:

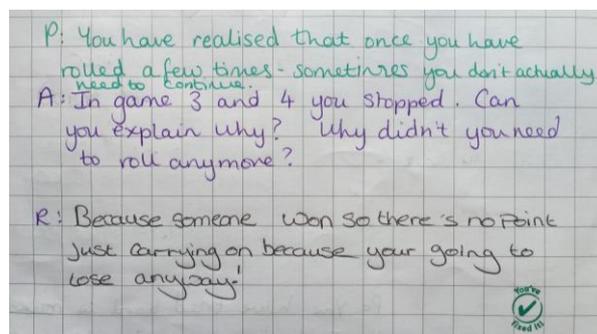
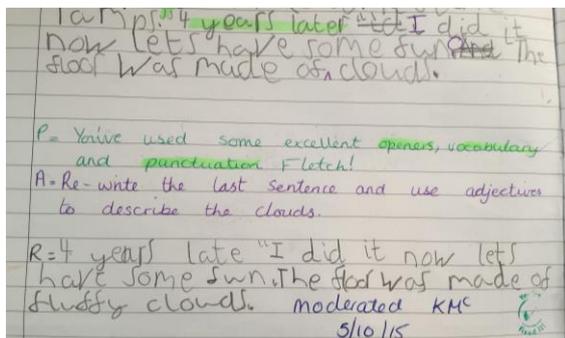
Highlight success criteria achieved and write 1 'Action or Praise' comment at the bottom.



### Stage 3 – Full PAR:

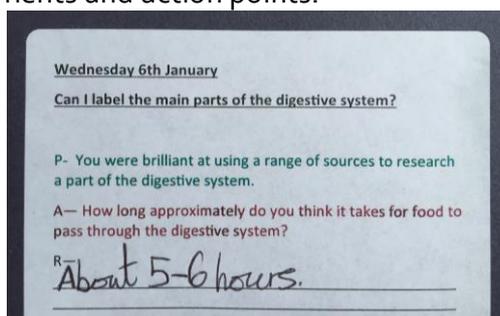
Written at the bottom of the page with response from the child.

(x2 English and x2 Maths and x1 topic per week).



Stickers will sometimes be used for full PAR marking where necessary.

These include differentiated comments and action points:



## Appendix 2

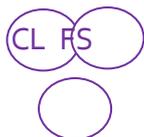
### Marking symbols and colours:

**P = GREEN** = You have made expected progress *E.g. Well done Charlie, I really liked the way you have used powerful adjectives to bring your character to life.*

**A = PURPLE** = Please correct, consolidate or try the challenge. *E.g. Please change all of the underlined words for better connectives.*

**R = Black** = Children's marking or responses.

**Blue** = Child with a pen licence for any written work (not in maths).



= Capital Letters and Full Stops need putting into your work.

= A mistake that you need to correct.

sp went

whent

= sp shows the correct spelling for a word. Copy it out 3 times.

wen

= If a word is underlined, you need to correct it.

the

In ^ car

= You have missed something out – please put it in



= I fully understood my work and achieved the L.O.



= My work was OK and I understood most of it.



= I didn't understand my work today and I need some help.

S

= I had some support with this work.

VF

= Verbal feedback given. My teacher came to talk to me about this.

### Editing code (for children to use at the point of writing):

- Wiggly line = I'm not sure about this spelling.
- Underline it = I know this needs improving.
- **Leaving space** = I'm coming back to add here.
- ~~Cross a word out~~ = I don't want this.
- **Arrow up** ↑ = I've missed this out.