



WAKEFIELD GIRLS' HIGH SCHOOL - Junior Section

Document Reference	WGHS JS Marking Policy
Version Number	V1.04
Author/Lead	Jill Butterfield
Job Title	Junior Section English Subject Lead
Consultation	Sam Rowley, Director of Junior Section Katie Grundy, Year 6 Teacher
Checker Person Name	Sam Rowley, Director of Junior Section
Quality Assurance	
Name of Approver / Committee	Gov. Board
Date Ratified	01.12.2023
Date of Next Review (2 years)	February 2026 (agreed to review in the Spring Term 2026 with the Senior School policy)

CHANGE RECORD - REVIEW PERIOD (2 Yearly)

Version	Date	Change details
V1.00	July 2015	Reviewed AMW / HS
V1.01	Feb 2016	Reviewed by Teaching Staff and SLT
V1.02	May 2019	Reviewed by RE
V1.03	Sept 2022	Reviewed by Sam Rowley
V1.04	Nov 2023	Reviewed by Sam Rowley, Jill Butterfield & Katie Grundy

To be published on the following:

Staff shared	X	School website	X
---------------------	----------	-----------------------	----------

WGHS JS Marking Policy

1. Rationale

The development of every pupil requires an understanding of their individual needs and personality. In order for each pupil to reach their full potential we must ensure that all marking is positive, clear and appropriate in its purpose. Praise and rewards should be given when possible, in addition to careful guidance for future improvements.

Pupils should be in a learning environment where they have confidence to try and where constructive support is given if mistakes are made. The marking of work throughout the curriculum should be seen as a method of guidance as well as highlighting the teaching objectives of the lesson. It also reinforces a pupil's self-esteem.

Pupils should be given the opportunity to give the teacher feedback on their achievement in lessons and this is done by 'smiley facing' the objective. A smile indicates they have understood the work and are ready to move on; a straight face indicates they would like more practice and a sad face indicates that they have needed support with the activity. See **Appendix 2**

2. The principles behind our marking policy

2.1 Marking should be fair and consistently applied by all staff.

- It needs to be positive and constructive;
- Marking needs to be selective, both in terms of what needs to be highlighted for individuals and what is appropriate for them;
- Criteria for marking must be directly related to the aims/objectives of the lesson;
- It should include an element of target setting in order to move the pupil forward in small achievable steps.

2.2 Marking should be undertaken as soon as possible, after the work is completed and whenever possible, the pupil should be involved. All work not directly marked by a teacher (i.e. self/peer marking) must be checked and commented upon by the member of staff.

2.3 Marking needs to offer positive benefits to pupils, teachers and parents.

2.4 Why do we mark pupils' work?

- To identify/check/monitor pupils' progress and to see whether learning objectives and concepts have been understood;
- To provide appropriate feedback to pupils;
- To take the pupil a step further in their learning;
- To focus on a pupil's achievement and demonstrate that the work a pupil has done is valued and appreciated;
- To encourage, to praise and to reinforce self-esteem;
- To aid curriculum planning;
- To reinforce the standards and policies in the Junior Section;
- To challenge pupils to achieve their full potential;
- To identify pupils who need support or more challenging work;
- To help in reporting to parents;
- To involve pupils in reviewing their own work and setting themselves future targets;
- To help pupils to recognise the important aspects of the work they are completing and be able to identify the criteria for assessment;
- To act as evidence of attainment.

3. How pupils work is marked

- The marking of children's work and feedback, either written or verbal, should be regular, frequent and consistent. Every piece of written work will have a clear indication that it has been acknowledged and marked in the most appropriate way by the relevant teacher.
- VF will indicate verbal feedback given; upper KS2 pupils to note down the focus of verbal feedback when appropriate.
- Feedback may need to indicate any support given to the pupil and this will be documented as TS = teacher support or TAS = teaching assistant support
- Teachers will have high expectations of the presentation of work from the children. *See Presentation Policy*
- Marking will be done in green pen. The colour of pen will be consistent across Junior Section.
- Marking of tests or assessment papers will only be done by teachers. Occasionally a Teaching Assistant or pupil may mark such things as weekly spelling or mental tests but the teacher must check and acknowledge all work. Homework should also be marked by or with the teacher who sets the piece of work.
- Teachers' writing style for comments must be legible and in-keeping with the school's Handwriting Policy.
- Marking should have a clear purpose and the pupils should understand the learning objectives.
- Teachers may acknowledge and comment on the effort put in by the pupil but should comment constructively on how well they have succeeded in achieving the learning objective.
- Marking should be linked to future targets or suggestions for improvement even for the most able children, when appropriate. Next steps will predominantly, but not exclusively, be identified in core subjects.
- Teachers should provide positive feedback to children concerning work which is a high achievement for those particular children.
- Children should understand the meaning of the marks/markings they receive.
- Teachers should look for strengths before identifying weaknesses when marking work. Comments should be constructive where possible.
- Stamps (Next Steps, LO achieved, star) will be available to all teachers for appropriate use. House points/stars given for excellence in effort or achievement.
- Marking policies and procedures should be in keeping with the school's overall policy on Assessment.
- Marking will provide pupils with information concerning their levels of achievement, the improvements required and the strategies needed to move forward.
- Pupils should be given time to read the feedback given and complete any additional tasks resulting from the marking. In older year groups they may respond or initial that they have read the feedback
- Appendix 1 is stuck into all English books in Years 3 - 6

4. Methods of marking

- With the child – this is desirable and should be whenever possible in order to give instant feedback
- Teachers' comments - comments should be constructive and encouraging, any negative comment should always be supported by a statement on how to improve. Marking needs to be visible to the children but should not overpower their own work.

- Teachers' marking - ticks where work is correct, crosses where mistakes are made. Corrections should be identified. See Appendix 1 and 2
- Marking partners - A list of points of points to consider should be visible in the classroom for guidance and pupils in pairs mark their work against the set criteria.
- Self- marking - where appropriate, pupils may self-mark work. However the teacher will provide an accompanying mark/acknowledgement thereafter. All children must be encouraged to proofread and self correct before handing in any work.
- In English writing, pupils use a marking ladder to assess their creative writing work against set criteria for the writing genre and age related expectations.

Other forms of response to children's work -

There are other means available to encourage and motivate the child, such as

- Share writing with a friend – read and comment on each other's piece of work
- Read aloud to a small group or class
- Display the work in classroom or Library

5. Additional approaches used

- Feedback is always constructive and related to the learning intention of the lesson.
- All work to be marked lesson by lesson. Homework to be marked before the next piece of work is set.
- No grades or marks are awarded with the exception of internal test results and regular spelling and mental arithmetic tests.
- Verbal constructive comments/discussion with children.
- Comments point to the next piece of work, "Try to start sentences with different words next time" etc
- Good work is rewarded with stamps, House points/stars, smiley faces in books.
- Spellings: If 'key words' or high frequency words are spelt incorrectly these will be corrected as the teacher feels appropriate. Word to be underlined and corrected in margin if necessary, practised by pupil and added to their personal dictionary. When writing for a specific purpose e.g. an extended or independent story spelling mistakes do not have to be indicated.
- Punctuation: The teacher inserts missing full stops with a circle and indicates a letter written in the wrong case. Other punctuation added in colour.
- Written comments must relate to the learning objective, e.g. "You have really tried to use capital letters in the right place – well done".
- Maths - ticks for correct answers and crosses for wrong ones.
- Maths - Purple pens are used by the pupils when self marking, completing challenges, self correcting and explaining mistakes.
- Maths - Learning objective achieved stamps and/or tick and initialled to show that work has been checked by the teacher when written feedback is not required.
- Maths - next steps and challenge time to extend learning to showcase a deeper understanding.
- Marking to clearly show LO achieved
- In mathematics if there are more than a few consecutive mistakes, formal marking can be suspended and verbal feedback given in the next session alongside 2 or 3 questions given again for children to correct in order to check understanding.
- Foundation subjects - work marked to reflect objectives achieved and 'How is my work marked' outline. Focus is on the objective rather than grammar/spelling etc., although key words should be spelled correctly (such

as scientific language, historical language, place names) and can be corrected.

- Marking of all subjects should incorporate a judgement of presentation and effort when necessary. However comments on presentation should not constitute the entire comment unless this was the learning objective.
- A note may be made where work is not completed for a reason e.g. attended Learning Support lesson, absence.
- All children self-assess (smiley face) their work to evaluate their own understanding of the Learning Objective. This is done next to the Learning Objective.

6. Monitoring of the Policy

Samples of work in all subjects are collected and scrutinised by subject coordinators regularly. As part of the school's self review process books are scrutinized every term by the Director of Junior Section and marking is an area monitored.

Appendix 1

How has my work been marked?

<u>Symbol</u>	
<i>big</i>	Think of a better word
^	Insert a good word
?	Correct this using a red pencil so that it makes sense.
→	Indent for a new paragraph
//	New paragraph needed
✓	Good word or description used
TS	Teacher support
TAS	Teaching Assistant Support
VF	Verbal feedback given

Spelling

favourite favorite

Spelling corrected

becos

Look up the spelling of a word that you should know

Write the spelling correction underneath your work and in your Spelling Log Book. Learn your correction

Appendix 2

Self Assess your learning



I can do this! I'm ready to move on.



I'm almost there. I might need a bit of extra help or practice.



I don't understand.
I need more work on this.