



MARKING POLICY

INTRODUCTION

This policy forms part of a whole school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements.

The policy must be:

- Consistently applied by all staff
- Clear in its purpose
- Manageable
- Productive in its outcomes
- Informed by pupils' individual learning needs and previous assessments.

AIMS

We mark children's work and offer feedback in order to:

- Recognise, encourage and reward children's effort and achievement and to celebrate success
- Provide a dialogue between teacher and child; and clear, appropriate feedback about strengths in their work and areas for development
- Indicate how a piece of work could be amended and improved in relation to success criteria
- Identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- Provide evidence of assessments made and help moderate the interpretation of learning objectives and levels achieved
- Assist curriculum planning

Marking should be clear and appropriate in its purpose. It needs to be constructive and the outcomes need to be an integral part of planning in order to impact on learning.

OBJECTIVES

- To make explicit to the whole school community our approach to providing feedback on pupils' work.
- To encourage pupils to raise their achievement and to develop their self-esteem by giving feedback that is positive but developmental in nature.
- To make pupils aware of the next steps in their learning.
- To ensure consistency of practice.

ORGANISATION

VERBAL FEEDBACK

- Use verbal feedback stamp to show verbal feedback has been given
- Feedback will focus on the learning intention and success for the future
- Children will shade in speech bubble to show they have had a discussion
- To take into account verbal feedback from pupils and their peers when making assessment judgements

MARKING COMMENTS

ACKNOWLEDGEMENT MARKING

- **Presentation** stickers to be used in line with presentation policy
- **A symbol** to say whether the Learning intention has been met, and if so whether work completed independently or with support
- **Age-related spellings** – underline up to 3 spellings per piece of work. Write out correct spelling in margin, which children write out 3 times.
- **Punctuation** – a wavy line used for any punctuation/grammar on a quality piece of work
- **Capital letters** checked on every piece of work. No more than 3 identified by wavy line and corrected by teacher unless being used as a quality mark
- Children will be asked to rewrite/section of work as deemed necessary
- **ST-** if a supply teacher marks work they will initial with this
- Work identified as independent (I) guided (G) support (teacher support TS teaching assistant support TA)

LITERACY/ENGLISH

MINIMUM REQUIREMENTS

All written feedback in literacy will be done in black ink

QUALITY MARKING

- A minimum of 1 per week – frequency dependent on task/year group/phase
- Staff to ensure quality mark is used at a time when it will have the most impact on learning eg Tues/Wed so pupils are given the opportunity to apply skills at the end of their extended writing. QMs on these occasions to be written on green stickers, as not to break up the flow of a piece of writing.
- Marking as for above (Acknowledgement Marking)
- Quality marking provided against Learning Intention and Success Criteria
- “Closing the gap” comments to show how work could be improved. These may take the form of:

Reminder Prompts eg what else could you say here?

Scaffold Prompts eg describe the expression on the man’s face

Example Prompts eg choose one of these or use your own:

The man’s mouth fell open in surprise

- Green highlighter to identify sentence/passage to be improved
- After quality marking, children will be given the appropriate time to respond and make the necessary improvements to their work.
- The teacher will mark and if necessary correct.

MATHEMATICS

All written feedback to be done in black ink

ACKNOWLEDGEMENT MARKING

- For an **extended quality mark, a minimum of 1 per week**, comment on success and an improvement strategy
- Dependent on whether the learning intention has been met, set a challenge question
- If this has not been met fully, model reinforcement or consolidation in child's book
- Practical work evidenced by photos
- Draw a wavy line to identify up to 3 features in a piece of work. These may include:
 - Number reversal
 - Missing calculation signs
 - Other presentation issues
- Work identified as independent (I) guided (G) support (teacher support TS teaching assistant support TA)
- Staff to use key to identify resources used within each lesson

KS1/2 CROSS CURRICULAR

A symbol to be used against all learning intentions, including line (spellings) and wavy line (punctuation).

For all foundation subjects, marking keys should be used as for literacy. In addition, some quality marking should take place in order that the child receives recognition of praise for achievement, as well as providing suggestions for next learning task.

One piece of work to be quality marked each half term.

MONITORING AND EVALUATION

This policy will be monitored through further consultation of staff and through the planned reviews.

Children's workbooks will be monitored by the SLT group and subject leaders, with written and verbal feedback given to individual members of staff.

Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

Subject leaders will monitor subject specific marking as part of their monitoring role

REVIEW

This policy should be reviewed annually by the Assessment Co-ordinator and all teaching staff.

Policy date: September 2017

Review date: September 2019