

Marking Policy



Marking Policy

1. Strategy

- 1.1 To make explicit how staff mark children's work and provide feedback to children to enable them to make progress in their learning. This will support them in recognising what they have achieved and how to improve further. They will recognise their strengths and talents so that they are able to use these in **service** of others in and out of school. Marking consistently will support children to **achieve** their best, feel **joy** at their successes and confidence to make mistakes, knowing that these help them to learn further. They will recognise their individuality and understand that they are '**fearfully and wonderfully made**' Psalm 139:14.

2. Policy

- 2.1 Teachers should look at strengths before identifying weaknesses.
- 2.2 Marking should relate to the learning outcome and success criteria of the task as well as the expectation for each age group.
- 2.3 Time should be made for the children to respond to marking.
- 2.4 Marking should be seen by children as a positive aid to improving their learning.
- 2.5 Marking should inform future planning.
- 2.6 Marking should be used consistently across the school but should also be developmental and responsive to the age and stage of the child.

3. Procedure

- 3.1 Children's work should be marked during the lesson as much as possible and in the presence of the child, so that further improvements can be explained.
- 3.2 All work informs assessment for learning, pupils' work should be marked according to the identified learning outcome i.e. in a piece of science work, comments and feedback should be focused on the science objective, however, notice must also be given to the spelling of key vocabulary/high frequency words that a child would be expected to know at their stage of learning.

3.1 Oral Feedback:

- 3.2.1 It is vital that children receive regular oral feedback on their work. The adult will initially talk to the child about how they have met the learning objective and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend a child's learning.


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3.3 Self-Marking

3.3.1 We encourage children to evaluate and edit their own work to identify progress and help the teacher to provide future work using the following codes after the w.a.l.t.:

 I have achieved the learning objective.

 I am nearly there.

 I am not there yet.

3.4 Peer Feedback & Evaluation

3.4.1 There may be times where children can mark the work of their peers, often in pairs and under direction of the teacher or TA. This is achieved by:

- a) Teachers modelling how to mark with the whole class.
- b) Watching peer marking in action.
- c) Establishing clear ground rules and using success criteria is important for peer feedback and evaluation to take place.
- d) In English, KS2 children may feedback and evaluate the work of their peers both verbally and in written format, when this happens, they are encouraged to identify things they like and suggest one way to improve the piece using the learning objective or success criteria.

3.5 Marking Guidelines:

3.5.1 How we mark and the symbols used are shared with the children and may be on display in classrooms so that children know and understand the process (see Appendix A: Editing Symbols).

3.5.2 Marking should be in a green coloured pen by a teacher and red by a teaching assistant and cover teacher to contrast the children's work.

3.5.3 Crosses or dots should be used to identify errors.

3.5.4 Using a pink highlighter to denote - pink for think, may be used to highlight errors during the lesson. Use of a green highlighter will denote where pupils have achieved aspects of the success criteria.

3.5.5 In maths, endless ticks for correct work are not always necessary but a tick at the bottom of the page or 'smiley' can be used.

3.5.6 Staff are asked to identify how children have completed their work. It is assumed that all work has been completed independently unless specified e.g. WS: with support.

3.5.7 Each piece of work should contain a WALT (we are learning to...) statement for new work that has been taught and is being practised by the child. 'I can...' statements should be used to demonstrate work that is independent and is demonstrating a skill/technique that has been previously taught and practised.

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- 3.5.8 In some subjects such as geography there will be an ancillary question to answer in place of the WALT.
- 3.5.9 The WALT or 'I Can...' statement will be ticked according to the child's degree of success:
- ✓ Emerging - working towards
 - ✓ ✓ Developing - mainly achieved
 - ✓ ✓ ✓ Secure - achieved
- 3.6.11 One success or step for improvement may be added at the bottom of the page, however it is assumed that the next piece of work will move the child onto their next step for learning and writing and may not be required.
- 3.5.10 Each teacher will adopt a similar approach to enable learners to evaluate their learning. However, in KS1 it will be adult supported in small groups, whereas older children will may carry out some self-marking to agreed criteria and contribute to a summative assessment of their learning.
- 3.5.11 Student teachers and supply staff will be asked to follow the school's marking policy and to initial work marked.
- 3.5.12 Student teachers marking should be monitored closely by the class teacher to ensure the policy is being followed and so supports pupil learning.

4. Monitor and Review

- 4.1 All staff are expected to be familiar with this policy and apply it consistently.
- 4.2 Senior leadership will monitor books and talk to children about their work. Feedback and support is then provided to staff.
- 4.3 Monitoring will take place on a termly basis.
- 4.4 This policy will be reviewed every two years or earlier as required.

5. Linked policies

Other Relevant Policies that cross reference with this one are:
Assessment; English; Maths; Science.

Appendix A

Marking Symbols



Car parks needed within written work

Sp

Check your spelling (underlined word)

C

Correction

SC

Self corrected

GG

Guided group

CL

Capital letter missing/required

WS

Work completed with support

Next Step

Indicating what the child needs to improve next time.