



John Wycliffe Primary School

Policy:	MARKING POLICY
Date Agreed:	Summer 2016
Term/Year to be reviewed:	Summer 2017
Sub-Committee to review:	LEADERSHIP & MANAGEMENT TEAM

At John Wycliffe we believe marking should inform the class teacher of children's progress and inform children what they need to do to improve their work and make good progress. We believe children should be involved in the assessment and marking process as well as setting their own targets.

English and Maths

Lesson objectives and success criteria are shared with children at the start of the lesson. When work is completed it is marked, so children where appropriate have the opportunity to evaluate their own work and understand how to improve. Self and peer assessment is also used to develop these evaluative skills against the success criteria. Time is given for children to respond to the class teacher's constructive marking and therefore have a dialogue with the class teacher about improving their work further. Children and class teachers record progress against children's personal targets at the front of their Maths and 'Get Writing' book. Across the school, a green pen is used for marking to enable it to be clearly seen by children. In KS2, children edit work with a coloured pen and in KS1, children can edit their work using a pencil.

Other Subjects

In topic work, marking for improvement is used for lessons when appropriate. Marking needs to be consistent and developmental across the curriculum where teachers communicate high expectations of work and presentation through constructive marking.

Motivational marking

A range of motivational tools are used to support children with their learning. Class teachers and LSAs may use stickers, teacher stamps or send children to the HT or other teachers to share and celebrate their achievements. Some classes and Key Stages use Star Writer displays or The Writer's Wall of Fame. A range of competitions and challenges also celebrate children's achievements.

Symbols for corrections

Punctuation and grammar is corrected with orange highlighters and success celebrated with green highlighters.

Sp=spelling mistake. Children generally correct three times.

^ = shows a letter omission. Class teachers encourage children to write out their spellings correctly or demonstrate a particular focus on a letter string or sound through constructive and focussed marking.

Children have time to make their own corrections so they are involved in the improvement process.

Foundation Stage

Children are assessed developmentally against the Early Learning Goals. Staff use motivational marking and deliver verbal feedback to children. Written marking is used when appropriate for individuals. Stickers and visits to the Head teacher to celebrate super work are also encouraged.

Individual Child Target

Children have reading, writing and maths targets that are reviewed regularly. When a child meets a target in their work, this is marked with a 'T' and ticked and dated on the target sheet at the front of the book.

Planning and Evaluation

Since teaching and learning is a continuous cycle it is pertinent to refer to planning and evaluation. Medium term plans for foundation subjects and weekly English and Maths plans, differentiation is shown and teachers use **assess - plan - do - review** model in line with mastery curriculum.

LSA support is also noted for specific children and plans shared with support staff. Evaluation of plans through annotation would refer to children or groups who do not achieve the expected outcomes or who are ready to move forward with their learning.