



*"We learn to love everyone as Jesus loves us."*

## **Marking Policy**

### **RATIONALE**

To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

As a result of this policy there will be greater consistency in the way that children's work is marked across the Key Stages.

### **PURPOSE**

The purpose of the marking is:

- to recognise those areas of school work that are good and to improve upon them
- a means of giving encouragement towards producing work at an acceptable, yet challenging level.
- to indicate to children what happens next and what improvements can be made to ensure progression.
- to check for standards, individually, and within the class
- to determine whether a child can work within set time limits or targets
- to measure the schools progress against national standards

### **PRINCIPLES**

Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.

- Whenever appropriate/possible, teachers should provide individual verbal feedback to children.
- The marking of children's work, either written or verbal, should be regular and frequent.
- Teachers should look for strengths before identifying improvements when marking work.
- Marking should be linked to learning intentions/success criteria/targets.

- Marking procedures and marking standards should be consistently applied across the school.
- The marking criteria should be displayed in each classroom and children should understand the meaning of the marks/markings they receive.
- Children should be trained in marking, self-evaluation and peer assessment and be given opportunities to mark their own and others work, to make improvement suggestions and to act upon the suggestions made. (age appropriate)
- Children with SEN including dyslexia and dyspraxia to develop self esteem from oral and written cues.
- Marking practices and procedures should be in keeping with the school's policy on Assessment.
- Information for parents should be given by the school and feedback is provided to parents via consultation evenings or as required.

## **GUIDELINES**

The following procedures for correcting and improving children's work should be implemented by all staff.

- R.E. books – when marking Come and See books ensure that you mark using the driver words. (recognise, describe, explain, give reasons etc.)
- Feedback and marking needs to be oral and/or written according to the ability of the child.
- Where appropriate work should be corrected according to the curriculum focus, however, basic grammar should also be corrected (a maximum of 5 spellings should be corrected in any one piece of written work)
- When correcting a piece of work follow the procedures on the attached sheet.
- If children make first draft copies of their work after it has been corrected, originals may be kept to show to parents as an indication of the child's true progress.
- Effective feedback, needs planned time for children to make improvements/ response, but it is most powerful when included in the fabric of a lesson.
- Where appropriate a brief improvement suggestion should be made, following the format of a scaffold, example or reminder prompt. This comment should be informative (i.e. not just good, excellent, etc) and linked to the learning intention/success criteria.

## **Self Evaluation/Peer Assessment**

- Children should be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements.
- Children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self esteem.
- Feedback/peer assessment can be oral or written according to the ability of the child.
- Children should be trained to give an improvement suggestion.
- Children should be given time and opportunity to act upon suggestions.
- The quality of the improvement suggestions and of the peer assessment should be monitored by the teacher.

## **LEARNING RECEIPTS**

When an activity has involved drama, group work, hot seating etc. complete a learning receipt to be stuck into each child's book stating where the evidence of the learning can be found. This can then be monitored by the subject lead against the relevant planning.

## **MONITORING AND EVALUATION**

Subject Leaders will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback shared with staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment.
- Consistency in teacher's marking across the key stages and between year groups.

## **EQUAL OPPORTUNITIES**








The Feedback and Marking Policy and Marking Procedure, encourages the practice of inclusion for all.









Reviewed November 2017

**Revised and adopted by the Governing Body:**

**Date:**

**Review of Policy:** This policy will be reviewed bi-annually

Foundation Stage	
I	Independent work
WS	With support
	Strength
	Next Steps
TT	Teacher Talk
✓	Partly Understood
✓✓	Understood
✓✓✓	Good understanding
KS 1	
Sp	Spelling error
	Insert
	Improve presentation
Ex	Extension work
I	Independent work completed at a distance.
WS	With Support
	Paired or collaborative work
TT	Teacher Talk
	Strength
	Next Steps
✓	Partly Understood
✓✓	Understood
✓✓✓	Good understanding

Key Stage 1	
Sp	Spelling error
	Insert
	Improve presentation
Ex	Extension work
I	Independent work completed at a distance
WS	With Support
	Paired or collaborative work
TT	Teacher talk
	Strength
	Next Steps
✓	Partly Understood
✓✓	Understood
✓✓✓	Good understanding
Key Stage 2	
// (in the margin)	New paragraph needed
Sp (in the margin)	Spelling error
	Significant error
O (Circle the error)	Punctuation mistake
	Insert
	Improve presentation
Ex	Extension work
I	Independent work completed at a distance
WS	With Support
	Paired or collaborative work
TT	Teacher Talk

	Strength
	Next Steps
✓	Partly Understood
✓✓	Understood
✓✓✓	Good understanding