

Date Reviewed by the Committee	25.04.16
Date Adopted by The Board	04.07.16
To be reviewed next	Summer Term 2018
Signed by Chair	

Marking Policy

Date policy sent to	Date
Secretaries	07.07.16
Lead Teachers	07.07.16
GS for Website	07.07.16
Relevant other i.e. Safeguarding Director/ Subject Co-ordinator	

Marking and feedback are essential parts of the learning and teaching process. Used effectively, marking can help children become better learners by giving a clear picture of what they have done and what they need to develop.

Aims

Marking and feedback should:

- Provide a written assessment record.
- Relate to the learning objective.
- Be regular and consistent.
- Be manageable.
- Use consistent codes throughout the school which are visible to the children.
- Involve all adults working with the children including support staff and supply teachers.
- Give recognition and appropriate praise for achievement and be seen by the children as a positive way of improving their learning by giving clear strategies for improvement.
- Allow time for children to read, reflect and respond.
- Inform future planning and identify next steps for individuals or groups.

Implementation

Marking should be positive. Not all marking will show 'next steps', but there will be at least one example of detailed/focused marking for every child every week. Wherever possible, marking and feedback should be related to a clear learning objective which has been shared with the children. This may mean that some aspects of writing are unmarked. Marking and feedback should be carried out before the subsequent piece of work is set. Marking should take account of what a child needs to do next. Marking should be clear and legible and in accordance with the agreed marking codes. All adults (including teaching assistants and supply teachers) who work with the children should use the marking codes. Absence will be recorded in pupil's books.

Oral feedback:

Wherever possible there should be some verbal feedback prior to the marking. Research has shown that immediate feedback is the most effective and is therefore more likely to be verbal.

Written feedback:

- Should be legible and clear in meaning.
- Should be developmental, i.e. children will find out if the learning objective has been met and what the next learning step will be
- From Yr2 children will be given time to read the comments to make improvements using a different coloured pen from the teachers marking.