



# Marking Policy

Approved and signed by the Board of Trustees 8/11/16

..... Chairman of the Board

Renewal date: .....

## A STATEMENT OF DEFINITION

The marking of children's work is an essential part of teachers' ongoing assessment and its primary purpose is to facilitate learning. 'Marking' is the term used to describe an activity in which a pupil engages in discussion about the strengths, weaknesses and learning points in the pupil's work. The discussion may be with the teacher or another pupil. The feedback may be oral or written. Written comments need to be consistent with classes across key stages. Work can mean any form of output resulting from a learned opportunity. Activities undertaken by children are initiated in various ways and the response of the audience in guiding children's learning forward is crucial. The teacher's role is one of mentor and guide and children are encouraged to be reflective and responsive to correcting and appraising work.

## A STATEMENT OF PURPOSE

Marking will provide clear feedback to pupils about achievement and points for further development in their learning.

It should recognise, encourage and reward pupils' efforts and progress. Marking will focus teachers on those areas of learning where groups and individual pupils need specific help. It will provide a record of pupils' progress. It may be used to help parents understand strengths and weaknesses in children's work.




## GUIDANCE FOR TEACHERS

Written comments on work should:

- relate to planned and declared learning objectives
- be legible, correctly spelt, clear in meaning and follow Handwriting Policy
- recognise achievements
- indicate the next steps in learning
- distinguish between attainment and effort
- may include symbols such as pictures of fingers to indicate finger spaces if needed
- indicate clearly what, if anything, is to be corrected or what action, if any, is to be taken by the pupil either now or in the next piece of work.
- children are expected to be given the opportunity to review any feedback regarding comments made by the teacher. This should not include use of comments such as 'OK' or 'Thank you'

## CHILDREN SHOULD BE AWARE OF CODE SYSTEMS AND MARKING ROUTINES

After each piece of work the children should be given the opportunity to 'traffic light' their work. This will be based upon how well they think they have achieved their objective.

-  Red: Indicates that they have not understood their objective, or have made little progress towards it.
-  Orange: Indicates that they have begun to demonstrate that they understand the objective but haven't fully achieved it.
-  Green: Indicates that they have achieved the objective.

The teacher will also complete a 'traffic light' assessment. These will be placed on the outside edge of the paper, next to the child's. A circle will be drawn in the appropriate colour, and filled in.

Following the traffic lights, the teacher may draw a thought bubble for the children to respond to a particular element of marking, in order to progress learning further. This may be linked to class, year, school improvement targets and priorities.

The following abbreviations may be used by the teacher:

✓ I have seen your work and I am happy with your effort

I Independent



Finger space

S Support

PC Pupil Conference

Staff will not draw an 'X' on a child's work, but may use a . to indicate an incorrect answer.

All teaching staff will mark work with a purple pen, and if covering PPA, will place initials next to the traffic light. All student teachers will also use a purple pen and will initial their marking.

All Support Staff will mark in a blue pen.

All Supply Staff will mark in a black pen.

When editing or improving their own work, or responding to marking, pupils will write in a green pen.

When peer-marking, pupils will write their initials in their peer's book.

Teachers will keep a log of pupils' achievement against key objectives, as detailed in the Assessment Policy, and this information will be updated using information gleaned from marking.

### **WESTON MILL COMMUNITY PRIMARY ACADEMY**

For Maths Makes Sense progress books, the progress should only be indicated on the back page with a tick, next to each objective, when the corresponding internal pages have been marked correctly with a green traffic light and an I.

For the marking of Maths Makes Sense, all teachers will complete a traffic light assessment to include a H, M or I to indicate whether a child has had a high or medium level of support, or whether the child worked independently.

If teachers have planned fully independent activities for a child or a group, this should be indicated, in the child's book, by using a blue dot in the left hand margin at the beginning of the work.

### **BEECHWOOD & OAKWOOD PRIMARY ACADEMY**

Maths Mastery will be evidenced through point-of-need intervention, by writing "Intervention" next to the work and evidence of pre-teaching by writing "Pre-Taught" on the piece of work.

If a child demonstrates Mastery 1 (Secure) or Mastery 2 (Above Secure) in any subject, this will be indicated through writing this next to the work.