



Wychbold First and Nursery School Marking Policy

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The policy reflects the consensus of opinion of the whole teaching staff and has been drawn up as a result of staff discussion. The implementation of this policy is the responsibility of all staff.

The nature of marking

Marking is an integral part of teacher assessment. Marking serves three main purposes by providing information that can be:-

'formative', providing information for the teacher to plan the child's next steps in learning
'diagnostic', informing the teacher of what a child can and cannot do
'summative', giving a snap shot in time of a child's achievements

Teachers should view the marking of children's work in a positive way and should therefore aim to highlight success and achievement but should also identify next steps in learning and reflect shortcomings in application or effort.

Aims and objectives

Marking is a fundamental part of teaching and learning. It should help teachers and pupils in three ways:-

- ★ to plan work matched to a child's ability and previous experience
- ★ to identify where specific help is required
- ★ to help children identify next steps in learning

Marking also allows the child to assess their own progress by reading comments and discussing work with the teacher or their peers. There should be continual evidence of marking in children's exercise books and folder for recording purposes and for the purpose of reporting to parents. This may also include pupil tracking, regular test and homework results, assessment folders etc. All teachers have a responsibility to mark and assess the children's work. SATs must be marked accurately in accordance with the statutory instructions.

Implementation

It is important to remember that children mainly learn and are motivated by their successes. Positive marking and comments in their work should be in the majority. We need to ensure that the children develop confidence and a love of learning if they are to continue to make progress throughout their education.

Teachers will mark all work completed.

Teachers will mark in depth at least once a week in writing to ensure constructive feedback is given; and all children have the opportunity to then act on this and improve their work.

- ★ Marking should be done **with** the children if possible, using a green pen and VF (Verbal feedback) will be annotated on the work.
- ★ Children should always read through and check their work against the steps to success or marking ladder provided. Children will also be given the opportunity to share each other's work prior to marking and act as a 'critical friend'.
- ★ In FSU Star, Star, Step verbal feedback will be given until children are able to recognise symbols or read written comments.
- ★ In KS1 and 2 work will be marked using the Star and ~~Star~~, Step visual symbols to identify achievement of objectives and next step in learning.
- ★ Star work is highlighted in green highlighter pen, next steps identified will be highlighted in blue highlighter pen.
- ★ Stars are directly related to the learning objective taught that day or previous learning objectives.
- ★ Next steps feedback comments may be a scaffold, example or a challenge question.

- ★ Fix it time will be allocated for marking feedback to be read with or by the children at the beginning of the next lesson and children will be expected to act on this feedback.
- ★ All children's corrections will be completed on their work in blue pencil to show improvement.
- ★ Misspelt words will be identified during a lesson by a blue pencil line underneath the word and children will be encouraged to correct immediately.
- ★ When completed work is marked a maximum of 3 spelling mistakes will be highlighted and written correctly at the bottom of the page. The child will be required to copy the correctly spelt word 3 times.
- ★ In marking, teachers will avoid any indication of bias according to a child's Sex, Race, Disability, Religion or belief or Sexual orientation;
- ★ If a child makes a mistake in written work, it is acceptable to cross out using a single line through the word. Erasers may be used at the discretion of the teacher.
- ★ In Mathematics a correct answer will be highlighted in green. Incorrect answers will be highlighted in blue.

To help identify independent work for assessment -a number of symbols may be put next to the piece of completed work.

- T - Teacher supported
- TA - Teacher Assistant supported
- I - Independent work
- VF - Verbal Feedback
- ST - Supply Teacher
- 121 – one to one support

Reviewed

Spring 2017

The Headteacher and Staff will review this policy according to our Policy Review Schedule and present any suggested amendments to the Governors for their discussion at their first meeting in the following term.