



# Marking Policy

Reviewed June 2017

## **Purpose of Marking :**

To establish a broadly consistent approach to the way work is marked, so that pupils value and have a clear understanding of the way their work is assessed. They will know how to respond to the marking system as a result of its consistent application throughout the school

### **Aims:**

- To actively engage pupils in their own learning-providing time for reflection, evaluation and time to assess their work against their targets
- To enable pupils to become aware of themselves as learners and develop strategies that will improve their work - resourcefulness, reflectiveness and resilience
- To accelerate pupil progress by providing comments which extend the work
- To give constructive feedback and therefore increase self-esteem, whilst also allowing children to build up a realistic picture of their strengths and weaknesses and foster a resilient culture whereby it is alright to make mistakes, but then good to learn from them and remedy them.
- To see if teaching has been effective and inform the next steps of planning
- To provide a record of past interactions

### **Good marking occurs when:**

- Planning is personalised and based on what pupils can already do and what they need to do next based on their "move on" comment
- Pupils know how well they are achieving in each lesson and know and understand what they need to do to improve
- Teachers have a clear understanding of how to extend the learning
- Pupils are given regular, purposeful opportunities to evaluate their own and their peers work

### **Application:**

- All work in books (except Morning Task books) to be marked by either adult, self or peer marking.
- All pupils should be given oral or written feedback appropriate to their age and the nature of the learning.
- Adults to use 'bubble' marking to ensure comments are visible and space is given for feedback to be acted on. 'Bubble' marking should be initialled and dated once acted upon.

- When marked by an adult green highlighter indicates correct/objective met/good work; yellow highlighter indicates incorrect/objective not met. When self or peer marked pink highlighter indicates correct/objective met/good work; blue highlighter indicates incorrect/objective not met.
- Written feedback should be provided regularly and move on comments should, where possible, be open-ended and are often best formulated as a question or an imperative, or a scaffold to close the gap.
- Self and peer marked checklists should also be used in marking when appropriate.
- Children should then be given regular time to respond to the marking by improving, reflecting and evaluating. This should be as soon as possible after the work has been completed
- Feedback strategies can be varied to include smiley faces, traffic lights, symbols etc., providing that these are combined with more specific comments and that children are clear about the meaning
- Feedback can be given by teachers, parents, other adults in the classroom, peers or self
- Homework should have some form of feedback and where possible parents should be given an opportunity to respond to the tasks.

#### Foundation Stage:

- Individual learning journeys provide an ongoing assessment record.
- Most marking is verbal and linked to the verbal target at the beginning of the lesson.
- Green and yellow highlighters are introduced for marking when appropriate e.g. during Read Write Inc and independent writing.
- Peer marking is introduced during Read Write Inc.
- Purple polishing pens are introduced in the summer term when appropriate.
- Observations linked to the Foundation Stage Profile are carried out when and as they arise. These are then used as evidence in profile booklets
- Homework/learning logs are marked with green and yellow highlighters and a comment is included to encourage and inform parents

#### Review of Policy

This policy was written - June 2017

Next review - June 2019

Signed - Chair of Governors:

Rev Clare King

Date: 27/6/2017.

Reviewed June 2017