



Marking Policy September 2017

Aim: To mark work in such a way that it improves learning.

Objectives

- To mark work using a consistent approach across Key Stages.
- To mark work in such a way that it is understood by pupils.
- To provide opportunities for self and peer assessment.
- To ensure that work is marked against the learning objective or success criteria of the lesson.
- To provide opportunities for children to respond to the marking of their work.
- To inform pupils of the next steps in their learning.

Learning Objectives and Success Criteria

During each lesson the learning objective will be shared with the class. Many lessons will also provide opportunities for Success Criteria to be shared. This may come from the teacher or from the children, it may be shared verbally, written for all the class to see or written by/for all children.

Marking types

Marking will take place as soon as possible after the work has been completed and always before moving onto the next lesson in that subject. Marking may take many forms, but a green pen should always be used by a member of staff.

Verbal Feedback

Work may be marked verbally in the presence of the child. This may allow opportunity for verbal improvement. An indication of this may by VF being written on the child's work, this can be followed by a brief comment also.

Success and improvement

Work which has met the Learning Objective and needs no further improvement may be acknowledgement marked –LO✓. The use of smiley faces or stickers may also be used, and often a comment is also appropriate. Where comments are used, they should link closely to the learning objective.

Ticks should be used to show work is correct or highlight strengths.

Improvement prompts may also be used and time allowed for the improvement to be made.

Where an improvement is needed or recognized, the teacher should use the → symbol, followed by the tip or prompt.

A) Self assessment

Children may have opportunities to self assess their own work against the Success Criteria. This could occur independently, as part of a group with an adult supporting or 1-1 with an adult. Self assessment may occur during the plenary of a lesson or as a response to marking.

B) Peer assessment

Opportunities will be given for children to assess the work of other children. This will occur regularly at a verbal level during lessons such as PE, art, PSHE and increasingly so across the curriculum as children move through school.

Work may be scanned and put onto the IWB for analysis by the class – children can identify strengths against the Learning Objective and Success Criteria, they may also identify some areas for improvement. When children are familiar and confident with this they may begin to peer assess each other's work.

Across the school

The style of marking and feedback will change across the school according to the needs and development of the individual child. In the Foundation Stage most marking will be verbal, 1-1 success and improvement or acknowledgement. Key Stage 1 will be as Foundation Stage plus the introduction of success and improvement marking away from the child. Key Stage 2 will be as KS 1 with more self and peer assessment introduced.

Staff Roles.

Head Teacher and Deputy.

- To ensure marking is consistent throughout the school.
- To ensure that the Marking Policy of the school is being effectively implemented.
- Adequate resources and training are available for development.
- To monitor the quality of marking.
- To assess the quality of teaching, learning and assessment through marking.
- To lead a whole school approach to marking and keep Governors, staff and parents well informed.

Governing Body.

- To approve, ratify and monitor the Marking policy.
- To ensure that they are well informed about standards in Marking.
- To be familiar with the types of information gained from marking and assessment.

Subject Leaders.

- To sample examples of marking throughout the school and report findings to the management team and staff.
- To monitor and support teacher's marking and assessments of children's work throughout the key stage.
- The audit of staff training needs within marking.

Class Teachers.

- Develop an atmosphere in which children are motivated to learn from mistakes and targets given from marking.
- Challenge and support all children to do their best.
- Have a thorough and up-to-date knowledge of the marking policy for the school.
- For marking to reflect individual children's needs.
- Keep comprehensive records of children's work.
- Use marking and assessment data to set targets and give children clear and constructive feedback.
- Have the agreed marking symbols displayed in the classroom for children, parents and supply teachers to refer to.

Review

The Head teacher, governors and staff will review this policy during summer term 2017. Any suggested amendments will gladly be presented to the Governing Body.

Index to following Appendices.

Appendix 1 – Protocol for the presentation of work.

Appendix 2 – Symbols to be used in the marking or work.

Appendix 1: Protocol for the presentation of written work.

Literacy:

Date to be written in full, eg. Monday 11th June, and underlined.

The learning objective should also be written, this doesn't need to be underlined.

Numeracy:

Date written in number form, eg. 11/06/12 or 11.06.12, and underlined.

The learning objective should also be written, this doesn't need to be underlined.

Other subjects:

Date to be written in full, eg. Monday 11th June, and underlined.

Learning objective can be written, or typed and pasted into books.

Appendix 2: Marking symbols to be used:

L.O.	Learning objective
S.C.	Success criteria
V.F.	verbal feedback given
✓	correct answer or a strength
→	improvement prompt, next step, tip or something to think about.
<u>whent</u>	Spelling mistake underlined. Correct spelling should be written above or in the margin.
.....	Children to use a dotted line under words they have made an attempt to spell but are not sure about.