



Marking Policy

Marking

Work that is carefully marked provides children with constructive feedback that will allow them to make informed choices about how to improve their learning and identify next steps. For marking to be useful to all involved, it needs to be done during, or as soon as possible after the completion of work. Regular and frequent opportunities are given for pupils to reflect and respond to marking.

The **purposes** of oral and written feedback are:

- To provide useful information which will promote improvement and show that work is valued.
- To promote continuous and focused lines of communication between the Teacher and the pupil.
- To encourage high standards of learning.
- To inform future planning and personal target setting
- To give a clearer understanding of pupil progress.
- To encourage the pupil to strive to improve.
- To enable children to have different inputs according to need (mark and assess then re-group according to need?)

Marking takes a variety of forms:

- Focused marking, focused on the learning objective and success criteria, which corrects mistakes and addresses misconceptions.
- Offers positive feedback and encouragement.
- Scaffolds pupils' learning, identifying individual next steps.

How should we mark?

- Marking should affirm the learning objective
- It can be a record of spoken response "....."
- Marking should contain at least 1 positive responses and something to go forward with
- Time should be allowed for pupil to read marking, comment and to complete any suggestions/tasks
- Marking by a TA or student should be marked by their initials
- Self-editing to be in purple and is different from teacher's
- Pupils should be engaged in constructive reflection and response in relation to their work through a variety of self-assessment tools such as traffic lights; smiley faces; thumbs up signals etc. as appropriate for their age group.
- Pupils should be encouraged to comment on their work.
- Pupils should be given time in the following lesson to respond to marking.

Working with a group

When working with a group please record any learning that has verbally taken place - this could be in the form of a speech bubble or speech marks indicating what the child has said.

Quality Marking.

Not every piece of work needs to be marked. Teachers should mark the work when it can be used by the pupil to respond to the marking to improve their work. Teachers should focus first and foremost upon the learning intention of the task. The emphasis should be on both successes against the learning intention and/or the improvement needs of the child. In KS1 this may be verbal feedback with visual recording.

When quality-marking teachers should:

- 1 Read the entire piece of work.
- 2 Highlight examples of where the child has met the learning intention and indicate clearly a focused comment linked to this, which will help the child improve their future learning.
- 3 Spelling (age/ability appropriate), punctuation and grammar needs to be marked in every piece of quality marking.
- 4 Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent. Suggested symbols are provided below.

Should cdm be in same groups every day for same subject, mark and assess previous day then group according to need?

Self-editing and peer editing

Children should be taught to self-edit their work from Year 1. The frequency and type of marking will depend on the age of the child. Later in the year children in KS2 may be taught to peer edit. Children should edit using a purple pen.

(drawn finger)	Finger space required
Pink highlighting	Spelling for correction
Orange upside down v	Word missing
Orange underline	Section needs editing
Orange circle (in KS1 the proper letter may be drawn as well)	Punctuation needing to be amended
//	Paragraph needed
green	Particularly good/positive section of work for highlighting
T	Discuss with teacher

5. Once children are using pen teacher comments need to be in a different colour.

Marking foundation subjects

1. Mark to the learning intention
2. Correct key vocabulary linked to the subject (stage appropriate)

Monitoring of the policy

The implementation of the policy will be monitored by the Headteacher and subject leaders.

Written and agreed with staff September 14

Updated October 15

Next review Sept 17