



Marking Policy

Rationale

The marking of children's work provides feedback which leads to children recognizing their next steps in learning and how to take them. Effective marking has a profound effect on the motivation and self-esteem of pupils, both of which are crucial influences on learning and outcomes. A good dialogue between pupils and staff raises aspirations and can help pupils achieve beyond their expectations.

Marking and day to day assessment are embedded in a view of learning and teaching which meets the needs of the individual child. It informs the child of their next steps in learning, shows that their work is valued and helps them recognise the standards which are expected.

Purpose of the policy

To have a shared policy across schools, managed by the head teacher and **implemented consistently** by all class teachers, which is a key part of an effective teaching and learning process.

- To acknowledge effort and attainment of the pupil
- To provide pupils constructive feedback and next steps in learning on a **regular and frequent** basis
- To engage the learner in the process of learning by informing them of their successes and errors.
- To understand any misconceptions which need addressing
- To offer encouragement
- To assess the child's learning against stated learning objectives and inform the next sessions planning

Marking & Feedback

When teaching is **good**, teachers will be assessing pupils' progress regularly and accurately and discussing assessments with them so that pupils know how well they have done & what they need to improve. Teachers are expected to use information from this assessment process to determine the content of lessons and to focus on key aspects of learning.

For **outstanding** teaching, marking and constructive feedback from teachers and pupils should be frequent, regular and of a consistently high quality, leading to high levels of engagement and interest.

In EY and early Key Stage 1 much of the feedback is verbal. However, there must be evidence of the 'next steps' in learning having been expressed.

Depending on the nature of the task set, **all** pupils' work should receive **feedback** from the teacher in written and/or verbal form.

The learning objective should be clear at the start of each lesson and as appropriate written on each piece of work. It must be referred to both throughout the lesson & in the feedback. A tick on the objective will be used if the learning objective is achieved.

Wherever possible, written feedback should be in the form of a **positive statement and at least one point to improve**, build on and work towards an improvement. It should challenge and move on learning.

The written feedback should be concise, clear for the pupil to see, either alongside/at the end of their work.

Time should be made for the pupil to read/discuss and action the feedback at the **beginning** of their next session/lesson.

Pupils should be instructed to indicate that they have read, understood and actioned the comment.

On occasions pupils will assess their own work and those of their peers. Opportunities should be provided for this and pupils are taught the necessary skills to engage in this process constructively. They will be 'trained' to assess work against 'Success Criteria' as appropriate. To support pupils in this process, Marking Ladders (eg. for different types of writing), Learning Ladders, 'Learning Journeys'; recorded for the class in wall displays & in pupils' books, thumbs-up/ traffic lights for quick self- assessment.

Symbols

Marking codes should be displayed in the classroom in order for the pupils to refer to.

For example;

- *short underline_ spelling error and Sp written*
- *P punctuation error*
- *G for Grammar error*
- *double slash // for new paragraph needed*
- *V F verbal feedback has been given*
- *^ where something (e.g. a word, letter) has been omitted*
- *A wiggly line below a word or alongside a paragraph indicates that this needs improving.*

In addition to the above, some subject-specific marking is undertaken:

In English: Y2-Y6 Writing

Pupil will be given comments which will help them improve their writing; these are recorded in a teacher-pupil writing conversation alongside more detailed assessment which will follow half-termly unaided written assessments. This unaided writing is to be assessed against National Curriculum (NC) expectations. Marking will take place frequently and regularly at appropriate points in a unit of work.

The writing 'improvements' will be used across the curriculum to support pupils' writing improvement & communication skills whenever extended written work is done.

Spellings & punctuation errors:

Not all errors will be corrected. The amount of correction will depend on the age and ability of the child and the task objective. An incorrect word will be indicated by the teacher and the correct spelling will be written in appropriate space by the child. The pupils will correct these errors using a different colour either by writing them by the incorrect word or under that piece of work or in the margin.

In Maths

Work will be marked by the teacher frequently and regularly in order that the next session's planning is informed. Positive comments and the next step in learning will be given, not just indications of correctness. Pupils should be given an opportunity to address their misconceptions, errors or further reasoning at the beginning of their next lesson.

In other Curriculum Subjects

Marking & feedback **should follow the above principles in all subject areas.**

In EYFS

Assessment against EYFS standards is continuous for all Reception pupils, with observations recorded in teacher records and in pupils' own 'Learning journeys' where parents are also encouraged to contribute.

Reporting and communicating with parents

There are frequent opportunities for informal parental consultation, on a day-to-day basis when staff are available before and after school, if required. Home-School/Reading Record Books provide important communication particularly in EY and KS1.

In the Autumn and Spring Terms, the results of ongoing assessments, pupil's next steps and pupil performance are shared at Parent Consultation Evenings. Here work is shared with parents. In the Summer Term, results of EY, KS1 and KS2 end-of-stage assessments, plus subject effort grades and achievements are reported formally in written reports to parents.

Monitoring

The quality and consistency of marking and assessment will be monitored regularly and effective practice shared.

This will happen through;

- **Regular learning walks**
- **observation of lesson**
- **work scrutiny**

This effectiveness of this Policy will be monitored and re-assessed by the Headteacher, in consultation with teaching staff, each year.

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