



MARKING POLICY

Review Date: June 2019

Aims

Through the development of a rigorous Marking and Feedback Policy we aim to ensure the pupils understand what they have done well, how to improve their learning and clear, visible progress is evident.

We will do this by providing the children with:

- Frequent, detailed and accurate written or oral feedback.
- Positive comments highlighting what they have done well and developmental comments to show what they need to do to improve further.
- Regular opportunities to respond to the feedback and make improvements.
- Regular opportunities to use and apply their skills through 'Next Steps' tasks which deepen their learning.
- Regular opportunities to self and peer assess allowing the children to reflect on their work and that of others.

Expectations

Marking and feedback should:

- Relate to the learning objective, children's targets and /or success criteria.
- Give recognition and praise for achievement.
- Respond to individual learning needs, taking opportunities to mark face to face where appropriate.
- Inform future planning.
- Be consistent within the phases.
- Be seen by pupils as a positive approach to improving their learning.
- Be completed using handwriting in line with school policy.
- Be undertaken as soon as possible after completion of work.

Entitlement

1. All children are entitled to have a clear and consistent style evident in the marking of their work. They are also entitled to have their work marked and returned within a reasonable amount of time.
2. All children are entitled to have their work marked according to specific learning objectives determined before the work is set.

Implementation of Marking

1. Work should be marked as soon as possible after completion. If it is possible to do this with the child, this is beneficial.
2. Teachers should try to mark during lesson time with a child to enable the child to go on with the task.
3. It is best not to over-mark. A few errors highlighted would be of more value.
4. When marking right or wrong answers, e.g. spellings or calculations, ticks and dots will be used rather than a cross.
5. Marking will reflect the set objectives and achievement criteria.

Foundation Stage

- Work in the foundation stage, including the nursery, will be assessed predominantly through discussions rather than written feedback due to the nature of the foundation curriculum.
- Pictorial marking and stamps will be used in the Foundation Stage when appropriate.
- In Reception children may start to produce written work. In this case written feedback from the teacher may be given in conjunction with verbal discussions with the child.
- Written feedback will consist of positive comments and areas for improvement (bubble and block).
- Traffic lights (see stamps) are used for self-assessment  
- Peer assessment is introduced at the end of Reception (alongside the teacher).

Key Stage One

- Written feedback from the teacher will be given in conjunction with verbal discussions with the child when at all possible. Additional time is allocated for these.
- Written feedback will consist of positive comments and areas for improvement depending on the ability of the children (see stamps).
- Basic self and peer assessment will be carried out as appropriate. These skills will be developed and built up throughout Key Stage 1.
- Children will be expected to check their work by re-reading and making adjustments. Traffic light assessment will be used for work in all areas of the curriculum when appropriate.

Key Stage Two

- Written feedback from the teacher will be given in conjunction with verbal discussions with the child when at all possible. Additional time is allocated for these.
- Written feedback will consist of positive comments and areas for improvement depending on the ability of the children. Self-assessment will be planned for and carried out when the class teacher feels it is appropriate. Children will be expected to check their work by re-reading and making adjustments. 'Find it and fix it' will be used to encourage independence in learning. Teachers underline areas in yellow that can be easily corrected by the child without explanation, e.g. minor grammatical errors or high frequency spellings. Children will then find the errors and correct them.

Marking of the Big Write

The Big Write should be marked and returned to children before the next Big Write session. The Two Stars and a Wish system should be used to mark the Big Write, giving two positive areas and an area for development. The positive areas should focus on the learning objective for the session and the children's personal writing targets.

It is an expectation that BW should be marked by class teachers rather than self or peer assessed.

Highlighters may be used by both Teachers and children to point out VCOP focus areas in the Big Write. Colours should be used as follows:

Blue = Vocabulary
Yellow = Connectives
Orange = Openers
Green = Punctuation

Any areas of writing that the Teacher feels are especially good may be highlighted in pink to show 'tickled pink'.

Self-Assessment

A traffic light system will be used by Key Stage 1 pupils to self-assess their finished work.



Indicates that they do not understand and need further support for them to be able to meet the objective.



Indicates that they understand but feel that they would benefit from further practice or support in order to fully achieve the objective.



Indicates that they are confident and fully understand, and that they feel that they have met the objective.

In Key Stage 2 children will use the line of confidence system to self-assess their finished work.

Children will write a number to show their level of confidence at the beginning and end of a task. The line will run from 0-5, with 0 indicating very little knowledge or understanding of the objective and 5 showing total confidence in meeting the objective.

Peer assessment will be planned for and carried out when the class teacher feels it is appropriate. When children are marking other children's work they will use a coloured pencil. Children will be expected to check other's work by reading and providing feedback.

6. Teachers and PPA (planning, preparation and assessment) cover staff will mark using green pen. All marking by a person other than the class teacher/supporting adult e.g. supply staff should be signed. Teaching Assistants will use black pen when checking children's work. Marking of children's work, other than simple tick exercises such as spelling tests, should only be carried out by Class Teachers, Supply Teachers, PPA cover or Teaching Assistants in class.
7. Children will be given time to read any written feedback that their teacher has made about their work. They should respond to comments on their work and initial to show that they have done so, teachers should then initial to acknowledge this.
8. If any child has misconceptions that need more attention, teachers must address these as appropriate.
9. Where verbal feedback has been given to a child, the VF stamp should be used next to the piece of work.

Pupils' response to marking comments

Pupils should be given time at the start of a lesson to read and respond to the written feedback the teacher has provided. Pupils need opportunities to complete the 'Next Steps' or make improvements, which should be planned for as part of the weekly planning.

Pupils should be encouraged to ask for clarification if they do not understand a comment and should be clear about what they need to do.

Teachers should go back and check children's next steps and initial/tick to acknowledge.

Monitoring

The SLT, Phase Leaders and Subject Leaders will monitor the application of the policy on a continuous cycle of monitoring. As part of this, the quality and effectiveness of the marking and feedback will be assessed and recorded.

The SLT/Governors will monitor the implementation of this policy through regular work scrutinies (x6) and pupil interviews (x3).

Signed _____ Chair of Governors

Date:

_____ Head Teacher

Date: