



*"Where children come first"*

## **Marking Policy**

Version: 1.02

Date Released: 3<sup>rd</sup> September 2018

## **APPROVAL & ADOPTION**

This policy was formally agreed and adopted at a Full Governing Body Meeting held on:

12<sup>th</sup> July 2017

---

## **UPDATE SCHEDULE**

<b>Review Frequency: Every 2 Years</b>		
<b>Version</b>	<b>Date</b>	<b>Reason for Update</b>
1.00	12/07/17	First Version post de-Federation
1.01	10/11/17	Reviewed – No amendments
1.02	13/09/18	Reviewed – No amendments

# CONTENTS

The Purpose of the Policy .....	4
The need for a Marking Policy.....	4
The Principles That Guide the School’s Approach to Marking and Feedback .....	4
The effect of marking on attainment .....	4
The methodology of marking children’s work .....	5
<i>Oral Feedback</i> .....	5
<i>Summative Feedback / marking</i> .....	5
<i>Formative feedback / marking</i> .....	5
Marking and feedback given by members of the teaching team other than teachers .....	5
Quality Marking .....	5
Marking and Feedback in the Early Years Foundation Stage.....	6
Children’s Response to the Comments.....	6
Monitoring and Evaluating this Policy .....	6
Subject Specific Marking and Feedback .....	7
<i>Maths</i> .....	7
<i>English</i> .....	7
<i>Topic</i> .....	7
<i>Computing</i> .....	7
<i>Vocabulary</i> .....	7
<i>Spelling</i> .....	7
<i>Other curriculum areas</i> .....	7
SUGGESTED MARKING SCHEME - MARK MEANINGS .....	8

# **Marking Policy & Non-Negotiables**

## **The Purpose of the Policy**

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

## **The need for a Marking Policy**

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do. We recognise that the teaching team consists of teachers and teaching assistants (TA's)

## **The Principles That Guide the School's Approach to Marking and Feedback**

### ***Marking and feedback should:***

- Be manageable for the teaching team and accessible to the children.
- Relate to the Learning Objective.
- Involve all staff working with the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- Inform future planning.
- Use consistent codes within Key Stages.
- Ultimately be seen by children as a positive approach to improving their learning.

## **The effect of marking on attainment**

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

## **The methodology of marking children's work**

The following are acceptable examples of methods of marking and feedback; however any piece of work that warrants quality marking will be marked that way.

### ***Oral Feedback***

It is important for all children to have oral feedback from a member of the teaching staff as regularly as possible. This dialogue should focus upon successes, areas for development and to set targets for future learning. Targets will be renewed when each pupil individually makes progress to the next sub level in reading, writing and maths.

### ***Summative Feedback / marking***

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this.

### ***Formative feedback / marking***

All work that warrants quality marking will be marked in that way. Teachers will decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the LO.

## **Marking and feedback given by members of the teaching team other than teachers**

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate.

## **Quality Marking**

Every piece of work in English, Maths and Topic should be quality marked when appropriate. Teachers should focus first and foremost upon the learning objective of the task. The emphasis should be on both successes against the learning objective and/or the improvement needs of the child.

When quality-marking teachers should:

- 1.** Read the entire piece of work.
- 2.** Highlight up to 3 examples of where the child has met the learning objective in green and indicate clearly a focused statement linked to this in pink, which will help the child improve their future learning. **Avoid use of closed questions.**
- 3.** Grammar, Punctuation and Spelling errors will be addressed by a statement to the pupils asking them to check errors.
- 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 in the appendices.
- 5.** A minimum of 3 pieces of work per term in each subject should be marked against the bands and steps to inform pupil targets and evidenced in books e.g. 3w
- 6.** The success criteria and learning objective will be highlighted in green and/or pink where the pupils have or have not met the intended learning outcome.

## **Marking and Feedback in the Early Years Foundation Stage**

In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise
- Stickers and stamps
- Written annotations, short and narrative observations (written)
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work or special books
- To use colour coding where appropriate – Green for Good and Pink for Think

## **Children's Response to the Comments**

### ***Self-Marking and evaluation***

- Children should be given time at the start of a lesson, in early work or in the lunchtime registration slot, to read and consider the written feedback the teacher has provided.
- Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- Children should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply.
- All children will be asked to self-evaluate their work after completion using a smiley system.
- Children will be given the opportunity to evaluate the work of their peers and provide suggestions for improvement, when peer marking pupils will be encouraged to identify two successes and look for an improvement point using the provided templates appropriate for the key stage.
- Children will be required to edit and improve their work on a regular basis in English. This is to be completed with a '**Polishing Pen**'. In KS1 children will use a green coloured pencil and in KS2 a green pen.

## **Monitoring and Evaluating this Policy**

This policy will be monitored through further consultation of staff and through the planned reviews.

Children's workbooks will be monitored by the SLT group, subject leaders and Triad groups, with written and verbal feedback given to individual members of staff. Subject leaders will monitor subject specific marking as part of their monitoring role.

## **Subject Specific Marking and Feedback**

Within certain subjects, aspects of this policy may not apply or require further detail. The following guidance is in addition to the requirements of this policy.

### ***Maths***

\*In Maths all pieces of work should be marked.

### **Investigative and Practical work**

Where a child has undertaken an investigative or practical task, there should be a quality comment, which reflects their formative and summative assessment.

Pupils should be given the opportunity to self-evaluate each objective using the smiley system and peer mark using the appropriate templates.

Marking statements will deepen pupils understanding, extend their learning and encourage reasoning statements from pupils.

### ***English***

\*In English all pieces of work should be marked.

\* Pupils should be given the opportunity to self-evaluate each objective using the smiley system and peer mark using the appropriate templates.

When marking extended writing, there needs to be two comments: one to emphasise and praise a successful aspect of the piece and one to highlight an area for improvement. WOW words and other strengths may be highlighted.

### ***Topic***

\*In Topic all pieces of work should be marked.

Where photographic evidence has been used a quality comment should accompany it highlighting where the pupil has met the LO.

### ***Computing***

Samples of work used for Computing feedback should be annotated with the Computing LO, rather than the curriculum area intention that it may support. The focus should be on the level of skill the child has used rather than the necessary outcome.

### ***Vocabulary***

Where subject specific vocabulary is written, this should be correctly spelt.

### ***Spelling***

To have a marked impact on spelling, spelling errors should be highlighted to the pupil when appropriate for their age and year group. When spelling errors are evident, a comment for the pupil to check their spellings should be written.

### ***Other curriculum areas***

Subjects such as PE, MFL, RE etc., should use oral feedback to support the children's learning and development. This could also include opportunities for the children to positively evaluate the work of their peer's performance. If written work is completed, the principles of quality feedback and marking should be applied.

## **SUGGESTED MARKING SCHEME - MARK MEANINGS**

Marking must be completed in **purple** pen at all times and handwriting must be cursive at all times by pupils and staff marking books.

**Targets** – Reading, Writing and Maths - linked to the appropriate band taken from Target Tracker.

**Labels** – LO and at least 3 success criteria to be included on the label for every lesson and stuck on the top left hand side of the page.

**Date** - written on top line of the page or third line underneath previous work on right hand side.

**Self Assessment** –



Pupils to self-assess against the LO using a smiley system: This should be next to the Label in the margin and used by pupils after every piece of work.

### **CODE**

**IW** - Independent work

**GW** – Group work

**AS** – Adult support

**PW** – paired work

**PA** – peer assessed

**VF** – verbal feedback given

**Supply** – supply teacher taught lesson

### **Highlighting**



Green for good



Pink for think

### **Colour coding of exercise books**

Workbook – **Yellow**

Maths – **Blue**

G.P.S / Guided Reading– **Red**

Homework – **Purple**

Science - **Green**

Assessed Writing Book – **Orange**