



Marking Policy

This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

Date Approved: 18/6/15

Date of Review: Triennially, Spring 2018

What is marking?

Marking is a positive activity, which offers a constructive response and feedback to pupils about their work. It may be undertaken by a pupil, LSA or a teacher and will take the form of discussion, written comments or celebration of achievement. It appraises the work in order to support children's progress by communicating verbally and non-verbally.

Our Marking policy seeks to identify strengths and achievements in children's work to identify areas for development and to inform assessment and planning. The policy will consider how staff respond collectively and in an agreed manner to pupil's work in a way that takes account of age, ability and equal opportunities.

Aims

We use our Marking Policy with these aims in mind:

- To encourage active pupil involvement in the learning process
- To support pupils' learning by commenting consistently and constructively
- To clarify what is expected and what pupils have achieved
- To identify strengths and highlight areas for improvement
- To inform pupils about the next steps in their learning
- To reinforce teaching points with positive comments
- To value achievement and progress
- To support ongoing records of progress
- To inform parents, governors and outside agencies of individual progress and whole school standards
- To evaluate teaching effectiveness
- To extend individual progress and challenge
- To model for all pupils our expectations

Our objectives in using this policy are that all children should:

- Be able to explain what the marking means and act upon it (Where possible LSAs can be used to read comments to the children)
- Be able to comment confidently on their own work

Our objectives in using this policy are that all teachers will:

- Use assessment derived from marking and responding to children's work to inform future planning.

Strategies:

Pupils will have the opportunity to:

- Mark their own work with teacher support as appropriate.
- Mark in pairs with teacher support.
- Ask each other questions to assess understanding.
- Make positive suggestions to each other for areas of improvement.
- Have a checklist of things to check before approaching the teacher. This may take the form of a written or verbal prompt.
- To evaluate their own learning through the use of 'traffic light fans' or alternative self-assessment tools.

Teachers will:

- Be responsible for overseeing all marking.
- Be responsible for marking the majority of work. If an LSA has marked a piece of work, it is important that they include their name for monitoring purposes.
- Communicate with pupils in verbal and non verbal situations as often as possible.
- Make marking a positive experience for pupils.
- Give clear advice on how to improve.
- Mark with pen in a contrasting colour.
- Make sure pupils know what is being assessed. Marking will normally be assessed against the lesson objective (I can statement) or 'success criteria'.
- Be aware that marking criteria may vary e.g. in a test it might be appropriate to tick or dot.
- Use 3 traffic light colours to identify if a pupil has achieved (g), partially achieved (y) or not achieved the learning objective (r).
- Clarify expectations and success criteria.
- Use stickers, stamps, certificates as positive reinforcement of achievement.
- Add another question to stimulate dialogue between teacher and pupil.
- Note that not all spellings should be corrected.
- Remember that there is a balance between pressure and praise.
- Value work through presentations in assembly and display.

Monitoring

Opportunities will arise for the SLT, Curriculum Coordinators and Governors to monitor the success of marking through observations and work sampling. A particular focus will be placed on dialogue marking between staff and pupils.

Success Criteria

- Teachers and pupils interact positively about pupils' work.
- Marking comments identify success and areas for improvement.
- Achievement and progress is celebrated.
- Assessment through marking informs planning.
- Marking clarifies what pupils have learned and what needs to come next.