# MARKING POLICY

Marking is an essential tool for assessment. Teachers use marking to gather evidence about a child's progress, to evaluate progress and extend learning. Most important marking must be **meaningful, manageable and motivating.**

The purpose of marking is to:
- Improve pupil performance by acknowledging effort.
- Reinforce success, praise and self-esteem against the success criteria and indicate areas for improvement and follow-up activities.
- To enable the teacher to make assessments of each child's skills, knowledge and understanding against the learning question.
- To enable staff to plan for progression in future work.
- To give the child information on how well they understand the learning question and give guidance and encouragement for progress against the success criteria.

All pupils' work will be acknowledged by teaching and support staff in a variety of ways. Staff should use a combination of oral and written assessment for learning strategies for marking such as:
- Marking alongside the pupil.
- Engaging in dialogue.
- Peer or self-assessment using a range of strategies including traffic lights to indicate how confident a child felt about a task.
- Use of sun, moon, stars success criteria sheet and marking against these.
- Where appropriate, the pupils will be encouraged to reflect on their own work in a constructive manner.
- Using feedback at the start of the lesson.
- Motivate the children with good practice.
- Use of ICT to aid assessments.

Marking will focus on a limited number of points, which are related to the learning objective and success criteria from the lesson. The learning objective - or an abbreviated form - should be on the piece of work.

Children should be aware of the marking convention used in the classroom, and what response is required with respect to marked work.

## Marking convention guidelines
- Work should be marked in green by the class teacher, support staff and supply staff showing comments and correct or incorrect work.

1

- Mark will be worked alongside the sun, moon and stars success criteria with the following symbols:
  - ✓ - achieved
  - D - developing
  - ● - not met
- Work needs to be marked according to the ability and needs of the child.
- Next steps will be identified to the child using the following symbol -⌐
- A high proportion of corrected errors can be a disincentive. It is not always good practice to correct <u>all</u> mistakes.
- When written comments are made, it is better to personalise them with the child's name.
- Spellings can be brought to the pupil's attention by underlining the incorrect spelling, or for older children writing SP in the margin.

## Next steps

Next steps should be followed up to ensure a pupil response. This can be done in a variety of ways:

- Children should respond to the next step or challenge using a purple pen. If the work needs editing, this will be done using the 'purple polishing' pen.
- Time should be created at the start of the next lesson in order that children have opportunity to review & respond to their work.
- Comments requiring referral to the teacher should be initialled by the teacher when they have seen the pupil.

## Marking code

The following codes will be used to identify the level of support the children have received during the lesson:

**T** - Teacher assisted

**TA** - Teaching assistant assisted

**I** - Independent work

**P** - Paired work

**GW** - Group work

**VF** - Verbal feedback

**S** - Supply teacher

| This policy was adopted on: | **February 2020** |
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| Review Cycle: | **Two Yearly** |
| This policy was subsequently reviewed: | |
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