



Marking Policy

Introduction

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit primary aged pupils. Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners. Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning. Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Processes

1. Oral Feedback

The learning objective should always be the focus of the feedback.

2. Distance Marking

Make sure children can read and understand your comments.

Allow them time to read your marking and respond.

May be quality marking or a comment that takes learning forward.

3. Paired Response

This is when two children discuss their findings, thoughts, ideas or answers together before giving a response to the class or teacher.

4. Closed Exercise Marking

Wherever possible children will self-mark these activities or work will be marked as a class or in groups. Children will use a pen/pencil to self-mark with a tick or dot.

5. Acknowledgement Marking

A courtesy look at the child's work.

TA for TA support

S Supply

VF indicates verbal feedback (often accompanied by an explanation)

G Guided

inc HLTA when marked as such

6. Quality Marking

English - Highlight in green good examples of the learning objective in all writing tasks and in reading journals where appropriate. Comments should be linked to corrections in grammar, punctuation and spelling. Opportunities should be given for children to practice the skill or make corrections using purple polishing pens or pencils in 'fix it time'.

Maths - all answers should be marked and incorrect responses should be identified and children should be asked to do corrections during 'fix it time'. Misconceptions should be picked up during the lesson and intervention put in place either at the time or by a teaching assistant in the afternoon. Only comment where it is necessary to do so to correct a misconception

Foundation Subjects - only comment where it is necessary to do so to correct a misconception

EYFS - observations should be completed on a regular basis in order to keep assessments up to date. Work should be annotated so it reflects the learning that has taken place in that session

7. Self and paired marking

To be done in pen/pencil by the children. This may include the use of marking ladders

When marking teachers at Highfield will:

- Use a blue pen
- Use clear legible hand aligned to the school handwriting script
- Highlight to identify successes in green
- Mark all work on a daily basis
- Ensure that oral feedback is an integral part of daily teaching
- Underline incorrect spellings will be with a wavy line (age and ability appropriate)
- O Missing or incorrect punctuation
- ^ indicates a missing word
- // new paragraph
- _____ incorrect grammar

Learning Reviews

Children will review English and Maths at the end of every unit using the Plenary at the end of the final lesson. Children in KS2 will complete an individual proforma (see appendix) and update individual targets which are stuck in their books. Children in Y2 will review their learning orally and mark targets individually in books. Children in R & Y1 will review learning as a group discussion.

In topic and Science, KS2 pupils will use individual KWL chart at the start and end of the term which will be stuck in their book. Children KS1 will complete a KWL as a whole class and this will be displayed on the working wall.

Reviewed July 2018

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