

RAMSEY MANOR LOWER SCHOOL
MARKING POLICY

Ramsey Manor Lower School is a Values Education School where our Values underpin everything we do.

We are committed to safeguarding children and providing a safe and healthy environment for all to learn and grow.

STATUS:

DATE ADOPTED: Nov 2010

Policy agreed by staff: RS date: January 2019

Policy agreed by Governors: JB date: January 2019

Date of next review: January 2022

PURPOSE

The purpose of the marking policy is to ensure that there is a consistent approach to marking across the school and that it informs teacher assessments and future planning.

FOUNDATION STAGE

- The Learning Intention is discussed at the beginning of or during each lesson.
- The Learning Intention is referred to in oral feedback during group sessions and the plenary.
- Comments/annotations and marking symbols are written with the children present.
- Smiley faces or stickers are given for effort.

YEAR ONE

- The Learning Intention is discussed at the beginning of or during each lesson.
- Learning expectations are explained before children begin a task.
- The Learning Intention is referred to in oral feedback during group sessions and the plenary.
- The plenary is used for children to discuss their learning through effective questioning.

- Written work is annotated and dated for parents, TA and teacher assessments.
- Short comments and smiley faces are given if the teaching objective is achieved.
- Children are asked to self-evaluate handwriting by marking their best letter or word.

YEAR TWO

- The Learning Intention (LI) is displayed and discussed at the beginning of each lesson.
- Learning expectations are explained before children begin a task.
- LI is referred to in the oral feedback during group sessions and the plenary.
- Parts of the written work that meet the learning intention are marked with a tick.
- Symbols are used to indicate where improvements can be made and the LI has been achieved. See Appendix.
- Work which meets the learning intention may be shared with the class.
- Work is sometimes annotated by the TA or teacher especially with SEN children.
- Children are asked to self evaluate handwriting by marking their best letter or word
- 'next steps' are shared with children as appropriate and as soon as required

YEAR THREE

- LI (Learning Intention) is displayed and discussed at the beginning of each lesson.
- Learning expectations are explained before children begin a task.
- Oral feedback is given to pupils during the lesson.
- Written work is marked to the learning intention and in line with individual pupil targets.
- Self-editing and peer editing, together with evaluation , is introduced
- 'next steps' are shared with children as appropriate and as soon as required
- Work that meets the learning objective may be shared with the class.

YEAR FOUR

- LI (Learning Intention) is displayed and discussed at the beginning of each lesson.
- Learning expectations are explained before children begin a task.
- Oral feedback is given to pupils during the lesson.
- Written work is marked to the lesson objective and in line with individual pupil targets

- 'next steps' are shared with children as appropriate and as soon as requiredTime is given for checking through work after marking.

MARKING COMMENTS

All Work should be marked in a green pen.