

## **Broad Chalke CE VA Primary School**

### **Marking Policy**

**Mission Statement: With the love of God we learn, care, grow and share**

#### **Assessment for Learning**

Marking children's work is an important part of teacher assessment. Feedback may be written or verbal as both are important. Children should be central to the marking process, have opportunities to respond to their work and be encouraged to engage in the dialogue of assessment.

- Marking should reflect the learning intention of the task.
- Opportunities should be provided for children to have time to reflect on marking and respond to it.

Effective marking can:

- Provide clear feedback to children about strengths and weaknesses.
- Recognise, encourage and reward children's effort and achievement.
- Focus teachers on those areas of learning where groups and individual children need help.
- Help parents to understand achievements and areas of development in children's work.
- Indicate the next steps forward in the child's learning.

When marking, teachers should consider whether comments are:

- Necessary.
- To form the basis of discussion between the teacher and child.
- To inform future work.
- To correct and improve an existing piece of work.
- To recognise significant achievement.
- Sensitive to the needs of children.

All work should be marked promptly in readiness for the next lesson. The emphasis of marking should focus on the content with regard to the learning objective. Stickers and stamps may be used as tools for both reward and encouragement and to give feedback. If verbal feedback is required a note will be written on the work.

#### **Supply Teachers**

Supply teachers will be expected to mark all work completed during their session and to initial it.

#### **Pupil Marking**

When a child makes a mistake in spelling they should be trained to cross it out with one line although in KS2 pupils may rub out pencil. In KS2 pupils self marking or marking one another's work is often used as part of the learning. Children are encouraged to traffic light their work.

#### **Marking Codes**

In EYFS and Y1 the adults use a traffic light system using red pencil to indicate adult intervention; amber pencil to indicate some adult support and green pencil to indicate independent work. The marking codes for KS1 and KS2 should be on display in all classrooms. All work should at the very least be acknowledged by the teacher and at best make use of the marking codes, provide supportive comments to aid improvement and where possible extend the child's thinking about the piece of work.

Ratified by FGB:      October 2014  
Reviewed:             Autumn 2015  
Date for review:      Autumn 2017

## ASSESSMENT FOR LEARNING MARKING CODES



Marked by the teacher



Initial

Marked by an adult other than the teacher

x or •

Incorrect response (a cross but a dot if there will be an opportunity to correct)

Rf. needed

Reinforcement needed



Lack of capital letter OR lack of end of sentence punctuation



OR



Good vocabulary choice etc.

^

Omission

//

New paragraph

/

New sentence

sp

(in margin)



Incorrect spelling (underline word)

~~~ ??

Doesn't make sense