



Marking Policy

January 2017

Marking Policy

This policy is written from the understanding that verbal feedback and constructive marking help raise standards. We believe that marking should:

- Help children to understand what they have done well
- Help children to understand how to improve
- Support children in making improvements

We acknowledge that marking will be age, purpose and subject appropriate. Teachers will ensure that time is made available to give children the opportunity to respond to marking and for improvements to be made when this is appropriate.

Inclusion

All marking will be sensitive to the needs of specific individuals and differentiated to offer the most appropriate comments to encourage self-esteem, motivation and attainment.

Unmarked Work

We acknowledge that there are times when feedback will not be given by the teacher. This may be at the beginning or end of a topic when work is undertaken for assessment purposes. It may also arise if verbal feedback has been given to the individual or group. Sometimes work may be marked by a peer, or the individual. Unmarked work should be the exception and not the norm.

Presentation

All written work should be dated with a title and / or learning objective. Good presentation including legible correctly formed handwriting should be expected and encouraged. Comments may be made in feedback about presentation but this should be addition to other developmental points.

Written Feedback

Written feedback must be age appropriate. It should be clear and legible. It should acknowledge what has been achieved and next steps if appropriate. It should be prompt and regular. If the child is expected to respond to the feedback then time should be made available for them to do so. Feedback should predominantly refer to the learning intention although it is expected that literacy mistakes such as spelling and common grammatical mistakes may also be commented upon in an age appropriate manner.

Not all written work by children will require formative written feedback, on average we estimate this will be about every one in three pieces. When written feedback is given it will form two elements.

- 1) A comment will acknowledge what has been achieved.
- 2) A second comment will identify what can be done to improve the work, this could take the form of a:
 - Reminder prompt
 - Scaffolded prompt
 - Example prompt

All spelling mistakes will not be corrected. However if spelling was part of the success criteria this will be commented upon, also common key words and high frequency words will be identified if they are common mistakes for a child of that age and / or ability. Pupils should be asked to correct spellings mistakes.

Marking System

Teachers may wish to indicate the level of support the child has been given

- IW** Independent work
WS With adult support
VF Verbal feedback has been given to the individual or group and the child has acted upon it

A **tick** in a piece of work will indicate that the child has a correct answer, has achieved part of the learning objective or has shown a great effort or improvement in their work.

A **dot** in a piece of work will indicate an incorrect answer which could be independently corrected by the child, or an example which may require further work. This work should not be erased, but improved by the child as a response to the written or verbal feedback given. If three sequential mistakes are made the adult may choose to stop marking the work and provide additional input.

Marking should foster a culture where it is acceptable to make mistakes in order to learn.

Children will be expected to respond to marking feedback given by the adult. Time will be planned into lessons for this to take place effectively. All child responses should be made in a coloured pen / pencil so that improvements and responses to feedback can be clearly evident.

Subject Co-ordinators and Senior leaders will monitor the quality and impact of feedback, written and verbal, during lesson observations, book scrutiny and subject monitoring.