

Status:	Non-Statutory	POLICY – P024
Review Period	Annual	
Next review date:	Spring 2019	

This Policy gives guidance on the purpose, type and frequency of marking.

Aims

At Kingfield, we believe marking should not only inform the teacher as to children's progress but also enable the children to know what they need to do to improve their work. We believe the children should be involved in the assessment and marking of their own and their peers work.

Purpose of Marking

- to inform the teacher of a child's progress and needs for future planning
- to provide feedback to the child about current work
- to demonstrate the value of a child's work
- to allow for self-assessment, where the child can celebrate success as well as recognise areas for improvement
- To enable children to know what they need to do to and how in order to improve.

Effective Marking

All teachers will endeavour to do the following to ensure that marking is both effective and consistent:

- all work should have a clear Learning Objective, (this is shared and recorded as a WALT; We Are Learning To)
- written positive comments in pink (Tickled Pink) and next steps in green (Green for Growth) will relate directly to the Learning Objective, children's targets or the success criteria
- at least once a week a piece of Literacy and Numeracy will have focussed marking that will include a clear Success Criteria
- different types of prompts will be used to illustrate ways to improve
- Children will be given a regular time to respond to marking (in purple pen) and make corrections or improvements (Reflective Five).

When praising achievement and/or effort, teachers may:

- Make positive and specific comments e.g. *well done for using verbs and adverbs to describe your character.*
- Use a pink pen to highlight aspects of the work, which are particularly good, this should be related to the learning objective, target or success criteria.

- give verbal feedback and discuss the work, making suggestions for the future
- send the child to the Headteacher or another member of staff for further verbal praise and/or a stamp and award
- House Points
- tick answers
- ask the child to show their work to the class or in an assembly
- ask the child to show their work to their parents/carers
- highlight achievements on the class web page
- nominate the child for a certificate
- Put their writing up on display on the What Outstanding Writing (WOW) display.

When helping a child to improve their work, teachers may:

- Make positive developmental comments e.g. *your next step is to use ambitious sentence starters.*
- use a green pen to highlight elements of the work on which the child should focus during subsequent lessons
- tell the child that they have made a mistake and ask him/her to find it
- make a verbal comment and ask/help the child to correct it, as appropriate
- put a dot next to an incorrect number sentence
- Point out reversals of numbers and letters and ask the child to correct them, as appropriate.

Using Success Criteria

Success Criteria will be shared with the children. This will inform the children how to achieve the Learning Objective. In some cases, the children will generate the success criteria. In Numeracy, this will remind children of the methods they are using. In Literacy, this will tell the children what they need to include in a piece of work. The Success Criteria will be shared during the lesson and will be printed out and put in their books. The teacher and child will highlight the aspects of the Success Criteria that have been achieved and give a comment.

Guidance on General Marking

It is accepted that not every piece of work can be marked in detail and discussed with every child, but every endeavour will be made to mark all pieces of work at some level. General marking might include the following:

- short comments related to the Learning Objective
 - ticks in numeracy and above powerful words and accurate letters in
 - the symbol VF indicated that the work has been discussed
 - peer assessment
 - self-assessment
- E.g., smiley faces, success criteria, scores out of 10 etc.

Frequency of Marking

- marking may take place during the lesson ,which allows for immediate feedback to an individual group or whole class
- Most work will be marked before the next lesson of that subject. However, in the case of long term project or topic work it may not be marked until the completion of that work
- In Literacy, once a week a piece of work will be marked against the Success Criteria and prompts will be used in order to develop the child's learning. Time will then be given for the children to read the comments and respond
- staff will ensure that feedback/marking is provided on a regular basis in Literacy and Numeracy so that children can answer the following questions:
How have I done in that piece of work?
What do I have to do to correct or learn from my mistakes?
What is the next step I must take to learn and improve?

Other subjects

All work is to be acknowledged and specific pieces of work will be chosen for more detailed marking, with an area for improvement highlighted or a thought provoking question asked. Homework will be a mixture of general and focussed marking depending on the task set. Sometimes teachers will initial with a VF (Verbal feedback) when the piece of work has been discussed in class.

Symbols

At the end of a piece of work, the following will be used:

I	Independent (unsupported work)
CT	Support from Class Teacher
TA	Support from Teaching Assistant/Learning Support Assistant
VF	Verbal Feedback of work given
ST	Supply Teacher
	Spelling to check. Some corrections may be written in margin
SP	In margin to indicate they have to find spelling error in line.
th	Thesaurus – improve your word