



Marking Policy

Revised: January 2018
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Signed: _____

Chair of Governors

Signed: _____

Headteacher

Marking Policy

What is marking?

Marking is a way of appraising the merit of work against the standard of work expected from a particular child. It is also a way of noticing, observing and recording a child's efforts. It is the means of interaction between child and teacher and is an integral part of the planning/assessment cycle.

What are our aims when marking work?

We aim to mark in a consistent way across the school.

We mark to evaluate:

- To identify attainment
- As part of the assessment process
- To track progress
- To confirm the match between the needs and abilities of different pupils (to diagnose needs and provide appropriate support)

We mark to record:

- The coverage of the curriculum (what has been taught, what has been learned)
- As part of the record keeping process
- To track achievement of the success criteria, which can be used to inform planning and teacher assessment

We mark to feed forward to:

- Curriculum planning

We mark to feed back to:

- The child
- The parent
- Colleagues
- As part of the recording process

We mark to acknowledge:

- Completed work
- Achievement within and beyond the National Curriculum
- Process as well as product
- That the learning outcomes have been met

We mark to support by:

- Highlighting suggestions for improvement
- Suggesting how these areas might be addressed
- Extend the learning of the children

We mark to motivate by:

- Involving pupils in reflection, review and preview
- Providing pupils with the opportunity to share in target setting and knowing what is expected of them

We mark to respond:

- To learning in general

- To specific success criteria in particular

We mark to communicate by:

- Giving good positive feedback on what the pupil has done and what needs to be done next
- Looking for opportunities to provide positive public feedback to children concerning work which is a high achievement for a particular child.

How do we mark?

- At Joydens Wood Junior School, teachers mark in green pens. TAs should mark in black pen.
- Green and pink highlighters are used. Green indicates where the success criteria have been achieved and relates to areas of praise. Pink is used for areas of development. This may include highlighting an error, posing a question for reflection or feeding forward and giving advice for how the child can move forward.
- A comment on an individual basis is given as necessary.
- As often as possible, work should be marked with a child but where this is not possible a child should be given verbal feedback or encouraged to read and respond to a comment.
- Work should not be left unmarked for any length of time, as this is a sign to a child that their completed work/effort is not recognised and valued by the teacher.
- Comments should always praise good qualities in the work and set clear targets etc. for development.
- Some work will require more in depth marking than others. All work should include helpful recognition for the child's successes a green comment to feed forward to future learning.
- Writing will be marked in detail when leading up to a final piece of writing. This final piece is then marked in depth so that a final draft can be written into the pink publishing books.
- Work in foundation books that has a literacy focus should be marked against success criteria using pink and green.

What do we mark?

Before a task is set, the pupil and teacher should know the purpose, time scale and expected outcomes for that piece of work. The pupil should know any individual points appropriate to them. Success criteria are stuck into each child's book at the beginning of each new piece of work. These means that the children know what the teacher's expectation from the lesson are and how they can make progress and achieve well.

When do we mark? (See also 'How do we mark?' section)

We should try to mark:

- Whilst work is in progress through observation, discussion and recording contents or
- As soon as it is completed or as soon as possible or
- With the child at a later date
- Sometimes it is appropriate to mark work as a class

- Children should be given time after work is marked to read and act on comments or respond to them if necessary.
- As stated in 'How do we mark?' no piece of work should be left unmarked for any length of time as we are giving the children the message that we do not value their efforts or that work is unimportant and not leading them forward but just something to fill the time.

Who marks the work?

- Generally the teacher should mark the children's work.
- Sometimes it is appropriate for TAs to mark work, e.g. mental maths and spelling, where right/wrong answers are given as opposed to English stories, science etc.
- On occasion, in maths, a child could check their work with the aid of a calculator or using answers given orally to answer certain mathematical operations or with reference to the computer for spelling test results.
- It is also helpful to mark and discuss some work as a class, e.g. maths homework, as this allows for discussion of any problems amongst the class.
- Children may mark their own/each other's work, e.g. spelling tests – to be checked by the teacher later.
- Involving pupils in reviewing their own work and setting future goals and targets will allow them to understand the evidence by which they are judged. On occasion, children may be encouraged to make comments on how they found a piece of work e.g.
 - I enjoyed this work
 - I found this work difficult
 - I feel I need to get better at.....
 - I feel I am getting better at.....
- Peer marking should only be used for short paragraphs and only when it will be helpful to the children. Peer marking can be taught as a skill in LKS2 but not used to any great extent until UKS2. Even then, it should be used sparingly.

Rewards

- As well as written comments on the work, we also award stars, stamps or stickers at individual teachers' discretion.
- Housepoints are also awarded for effort, presentation and content according to the teacher's learning objectives for the specific child.
- Special achievements can receive remarks and stickers from the Head teacher.
- As part of a healthy school, sweets should not be given as rewards.

Homework

Any homework set should be marked by the teacher or as a class and returned to the child.