



Marking Policy

Rationale

To be useful and constructive, marking needs to be clear, consistent and in context. It needs to promote high expectations and be a tool to help pupils self assess, improve and develop in addition to measuring and monitoring progress.

Marking is an essential way of communicating with children, staff and families and will include verbal feedback.

Aims

- All staff will use the same agreed code to annotate work.
- Adults will give verbal and written feedback appropriate to the age of the children and the task.
- Adults will provide specific, positive and constructive feedback.
- To ensure that marking highlights children's achievement and an area for development.
- To encourage children to use 'Assessment for Learning' strategies to evaluate their own performance e.g. thumbs up/down and/or emoticons.
- To inform staff and families about children's achievements and learning.

Broad Guidelines

- Every piece of work will be marked / recognised.
- All work must clearly show the Learning Objective (WALT) and Success Criteria (WILF) in English, Maths, Science, and Topic.
- All work must be marked against the objectives and success criteria (English, Maths, Science, and Topic).
- Where children have met the objectives and presentation is of a high standard, a tough cookie challenge may be given. Regular achievement of success criteria or frequent use of tough cookies may indicate a need for more challenging work.
- All work marked by adults must be in blue or black pen and dated.
- All staff will use the following observation and marking codes.

Marking – I = Independent
S = Supported
IP= Improvement Point

Observations – I = Independent
S = Supported
C = Child Initiated
A = Adult Initiated

- Children must be allocated time to carry out self- assessment and make corrections/ edit their work.
- Children must use pink pencil crayons/highlighters/pens to edit their recorded work.
- Children will self-assess their own work using the following code:

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Conclusion

Marking will highlight children's knowledge and understanding, achievements and abilities and offer guidance for them to take their learning further. Marking will impact on pupil's achievement when it is constructive and when children are actively involved in their own learning.

Written/amended: September 2017

Next review date: September 2020