

St Peter's C of E Academy  
Marking Policy

Successful marking and communication with children shows them that their work is valued and respected. It enables children to progress with their learning as well as identify future targets.

### **Why mark?**

Children's work, including home learning, is marked because it:

- Motivates children
- Aids continuity and progression throughout the school
- Helps develop children's skill of self evaluation
- Identifies what children can and cannot do
- Shows if they have understood the work
- Informs future planning
- Identifies future pupil targets

### **How we mark**

- A range of strategies is used for marking pupil work as appropriate to the age of the child
- Teachers mark to the learning objectives of the lesson.
- Work is marked alongside the child wherever possible and appropriate comments or annotations are made. It may be discussed individually or in a group, or it may be marked outside the lesson.
- Ticks are used for correct work; dots are used to mark errors rather than crosses.
- Teachers are aware that a positive comment followed by 'but' may be seen as a negative comment by a child.
- Pupils are encouraged to read, correct and improve their work.
- Self marking and peer marking is used for some activities.
- Corrections may be required, as appropriate to task and age.
- Positive praise is encouraged and rewards such as smiley faces, stickers and house points may be given.
- Work that is of a high standard for that child will be praised and rewarded and the child may be sent to the Head teacher for further rewards. This work can be used as a model for other children.

### **Quality Marking**

Quality Marking is used regularly for marking children's learning in Key Stage 1 and 2. It is normally used weekly for maths and English and on a biweekly basis for RE, science and topic. In the Foundation Stage the feedback is mostly verbal with praise, stars or smiley faces.

#### **Key Stage 1**

Step 1. One or more Success Criteria are listed as stars and highlighted when achieved.

Date issued: June 2018

Start Review by: November 2020

Custodian: SLT

Adopted: June 2018 LBM

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Step 2. The next steps are put in the lower box. (Wish box)

Step 3. The teacher or TA will discuss the next steps with the children who will act on feedback (Respond to marking – RTM).

Key Stage 2

Step 1. Teacher highlights 1 to 3 successes in the learner's work. These successes are against the learning intention and especially against the agreed success criteria.

Step 2. Teacher writes a development point to help the learner see how to improve their learning. This will normally be related to the success criteria. Sometimes the children will suggest their own next steps.

Step 3. The children will act on the feedback given by the teacher (Respond to marking – RTM). Teachers and TAs discuss feedback with children.

Ensuring consistency in giving feedback to pupils and giving the pupils opportunities to respond to marking is a current focus in school (June 2018).

Further information on assessment is found in the Assessment, Record Keeping and Reporting Policy.