

St. Leonard's C.E. (VC) First School

Marking Policy

This policy gives guidance to staff on the purpose, types and frequency of marking.

Aims

All marking should have a clear purpose for either the child or the teacher depending on the learning objective.

Purpose of marking

- To inform the teacher of a child's progress and needs for future planning.
- To provide feedback about current work - which may be written or verbal.
- To demonstrate the value of a child's work.
- To allow for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others.
- Marking can be used to identify children's next steps for learning

Types of marking

- Ticks where work is correct, dot where mistakes are made.
- Teachers' comments. A negative comment should be supported by a constructive statement on how to improve.
- Tokens, stickers and stamps for reward of effort.
- Children may, where appropriate, self mark work, or mark another child's work. The teacher will always review this marking.
- All children can be awarded leaf tokens for their house team
- The following coloured pens will be used throughout the school. Good points in pink (for praise) and suggestions for improvements in green (for growth)

- Children will use a purple pen to edit and correct work or to make a response to the teacher's marking comment when appropriate.

Frequency of marking

- Marking will take place during the lesson which allows for immediate feedback.
- At least once a week there will be detailed, feedback marking of Literacy, Numeracy and the Big Write. There will be detailed, feedback marking of Science at least twice a half term and at least once a half term detailed, feedback marking of Foundation subjects.
- All other work will be acknowledged in some way with a symbol, tick, stamp, sticker etc.

Rationale

To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

As a result of this policy there will be greater consistency in the way that children's work is marked across the National curriculum Key Stages.

Principles

Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.

Whenever appropriate/possible, teachers should provide individual verbal feedback to children.

The marking of children's work, either written or verbal, should be regular and frequent.

Teachers should look for strengths before identifying weaknesses when marking work.

Marking should be linked to learning objectives/targets in some cases, even for the most able children.

Teachers should look for opportunities to share positive feedback with the children concerning work.

Teachers may ask children to share their outstanding achievements with the Headteacher.

Marking procedures and marking standards should be consistently applied across the school.

Marking criteria needs to be clearly understood by the children.

Monitoring and Evaluation

Head Teacher will monitor a selection of books termly.

The Headteacher and subject leaders will meet to ensure consistency of marking.

Agreed Codes to be used for marking

✓	Correct
.	Incorrect
VF	Verbal feedback given
WS	With support
Ind	Work completed independently
WA	Apparatus has been provided and used
WP	Working with a partner
Sp	Spelling mistake with the incorrect word identified (the number of corrections will be appropriate to age, child's ability and lesson focus)
LO	Lesson Objective has been met
A	Missing capital letter
*	Positive comment
P	Punctuation

Adopted by Governors: October 2016

Review Date: October 2017