



Marking Policy

Rationale

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

Evidence of our response to children's work can be found recorded in books and on display, but much of Key Stage 1 work is practical and much response is verbal. A great deal of verbal praise is given. We use our judgement as professionals in a constructive way when working with young learners to take them forward.

We believe that the most effective way of marking for all pupils is through dialogue.

Aims

- To assist learning
- To provide information for assessment
- To encourage, motivate, support and promote positive attitudes
- To inform planning
- To promote higher standards
- To correct errors and clear up misunderstandings
- To recognise achievement, presentation and effort
- To provide constructive feedback
- To show pupils that we value their work
- To allow pupils to reflect on their past performances and to set new targets together with the teacher.

Objectives

At Wootton St Andrew's Church of England Primary School marking:

- Is constructive
- Is related to needs, attainment and ability
- Is related to specific targets and learning objectives which are shared and made clear to the pupils in advance
- Follows consistent practice throughout the school
- Ensures that pupils know how well they are doing and what they need to improve to make further progress

- Provides pupils with opportunities to assess their own work and that of others
- Is positive and constructive with appropriate praise given.
- Sets targets for children to ensure pupil motivation and involvement in progress
- Encourages a dialogue between teacher and child

Teaching and Learning

This policy reflects and reinforces the aims that marking will assist learning by motivating, highlighting and target setting. Thus, reinforcing what the children have learnt and identifying the next steps.

Broad Guidelines

- Work will not always be marked in detail, but it will be checked. This simply indicates that work has been seen and can be done as the teacher moves around the room.
- There may be times when it is appropriate for a T.A. to annotate work.
- Work is marked as quickly as possible, i.e. same day or next day.
- Homework is marked as rigorously as class work.
- Marking should normally be of contrasting colour to the pupil's work (unless for display purposes where the wish is not to spoil the appearance of the work).
- Marking includes verbal and written feedback.
- The date, title and/or learning objective (recorded by the children where possible and where appropriate.)
- Marking can sometimes be done in the classroom with the child or a group.
- Talking partners – children are encouraged to evaluate their own and other's achievement's against the learning objective, in verbal or written form.
- Self marking – this includes 'smiley faces' and thumbs up /down.
- Responding to teachers' comments is a skill and children will be taught how to reflect on these and respond to them.

Planning and Assessment

Marking informs planning and provides information for assessment.

Corrections support the child's learning and we remember that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers use their professional judgment when deciding how many corrections to mark (approximately 6).

Teachers may plan to mark groups of work, so that they can focus on developing particular objectives with targeted groups.

Marking is for the direct benefit and improvement of the children's work.

Marking is therefore undertaken by the teacher to inform the child of the progress they are making and targets they need to work towards.

In non-core subjects subject specific comments will be made when appropriate.

Agreed Code

Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful.

The following agreed code will be displayed in the Key Stage 2 classroom so that all children are aware of the meaning of the various markings.

Key Stage 1 teachers will use the code as an aide memoire and variations are acceptable to enhance the quality of learning.

Comments are written whenever possible, giving targets for future work.

_____ Spelling error (Child self-corrects)

~~~~~ Grammatical error

^ Omission

// Start new paragraph

. Incorrect (if a whole page is wrong e.g. maths then the teacher would stop marking and speak to the child)

○ Punctuation error

√ Correct

? This doesn't make sense

**AS** Adult support

Time is given to pupils to reflect upon marking to ensure that they benefit from it. They are also given the opportunity to discuss their work with the teacher.

Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children about their progress.

## Monitoring, Evaluation and Review

A key aspect for school improvement is to monitor, evaluate and review the effectiveness of our marking procedures throughout the school. This is achieved in a variety of ways including reviewing planning, scrutinising work, discussions with staff and pupils, observing in lessons, providing appropriate and high quality resources.

## Staff Development

We are committed to ensuring that all staff develop and maintain their skills and are able to make professional decisions regarding assessment and marking. Staff are encouraged to identify areas in which they feel they may benefit from further training.

## Review

This policy will be reviewed biennial by the teaching staff. Any alterations that come from this review will be discussed with and ratified the appropriate governing body sub-committee.

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| Approved by: | Headteacher:        | R.Zaitschenko      |
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