

Agreed by Governors: February 2021

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Our marking policy supports rigorous assessment procedures. Therefore, all teachers will mark work and give feedback (oral or written) as an essential part of the assessment process. All children are entitled to regular and comprehensive feedback on their learning and a balanced range of marking strategies will be used to inform learners of what they have done well and how to improve.

At White Laith we take a professional approach to the tasks of marking work and giving feedback on it - the range of marking strategies adopted are designed to provide effective feedback whilst also taking account of work-life balance for staff.

Children will always be given time to review marking.

To reduce workload and maximise personal feedback, wherever possible marking will be done during the lesson.

Purposes and principles:

- Marking and feedback on children's work is a significant part of assessment and recording.
- Marking and feedback supports accurate assessment and informs learners how to improve.
- Marking is consistent across school but is flexible enough to match the nature and purpose of the task and the needs/age of the child.
- Marking is made against key learning objectives and/or success criteria identified at the planning stage.
- It takes account of intended outcomes, curriculum targets and individual child targets.
- Marking can also make reference to pace, accuracy and independence and the use of teacher support.
- Marking can make reference to what a child has done well.
- Marking gives the child an indication of next steps and how to improve, where appropriate. This informs individual target setting.
- Feedback is positive and challenging. It builds self-esteem as effort and achievement are recognised.
- Marking takes place during the lesson or as soon after the work is finished as possible.
- Marking will not show gender bias. It will show strengths, achievements and areas for improvement for all children.
- Marking is monitored, through work sampling, to check for consistency, quality and impact on progress.
- Teachers continuously providing oral feedback to promote learning to the class, groups and individuals throughout sessions
- Kagan strategies enable children to provide feedback to each other as part of their learning - partner, team and class.
- Assertive mentoring interviews are used to provide the opportunity for staff and children share feedback about progress and next steps, which is the shared with parent/ carers.

Points to note:

- Children's responses can be incorrect for a variety of reasons:
 - Misunderstanding or repeating the same mistake. The response will be to re-teach and provide opportunity for self correction.
 - Mistakes which demonstrate a developing understanding eg. over application of spelling conventions, full stops at the end of every line. Appropriate feedback will be given.
 - Work has been rushed, is careless and shows minimum effort. Children may be asked to complete work again or improve it.
- Children will date their work and record the learning objective or success criteria. (The learning objective and/or success criteria may be stuck in or scribed as appropriate)

General Marking

- **All work will be marked and feedback should result in improvement in the next piece/s.**
- Marking includes a range of: written comments for improvement, ticks, highlights, modelling, next steps or extension tasks or questions to enable pupils to focus on clear steps to improve.
- Time will be allocated for children to respond to marking.
- The corrections and improvements will also be marked.
- The learning objective (LO) will be highlighted pink or green
- Pink highlighters will be used to show an area where a pupil could improve
- Green highlighters will be used to show where a pupil has achieved
- Non-negotiables will be checked for and mistakes marked (pink highlight or written comment)





Peer Marking

- Pupils can mark each other's work using green pens.

Spelling

- Incorrect spellings should be marked *as appropriate* to the pupil with reference to the expectation in spelling for that year group. These should be highlighted in pink and a **x** symbol is used. Eg. **x5** because indicating that the child must write 'because' 5 times

English Marking

- If a target has been achieved, this will be marked **T**
- EYFS and Yr1 –   to be used to show success. Eg.  and  t

Writing Marking Sequence (2-6)

- Grammar/sentence level practice and application will be marked carefully –this is to ensure children 'get it right' from the outset and hopefully make less errors when writing independently later.
- Non-negotiables will be checked for and mistakes marked (pink highlight or written comment)
- Teacher will read through the first draft and make notes on the class-feedback sheet. Again - non-negotiables will be checked for and mistakes marked (pink highlight or written comment).
- Class-feedback sheet will be stuck into the marking book for future reference. Misconceptions identified on the feedback grid should be addressed (this may at times require planning an additional teaching session) and improvements should be seen in books as a result of this feedback.
- Teacher will mark the final edit. Teacher will mark against the identified SC on the SC grid. Any non-negotiable mistakes will be highlighted pink – hopefully there won't be any! *Teachers will pink spelling and handwriting non negotiables and children will correct in their own time. Any missing punctuation/squashed sentences will receive a marking comment which the children have to respond to. Eg. Add your missing commas. This would be done in their own time.*
- NB- If a child has specific learning needs, the teacher will decide on the number of non-negotiables to be corrected in the final draft so as not to demoralise the child.

Marking Codes

V (verbal feedback)– used to indicate that the teacher has intervened and/or work has been shared.

T (target)– used to indicate when a child has achieved/not achieved a target.


I (independent)– used in Fdn/KS1EYFS and Windermere to indicate for independent work when particularly relevant to the child, task or target.



Try this challenge- used to add an extra challenge

Learning Logs

Foundation homework is marked in with   to be used to show success. Eg.  and  t

In years 1-6  or stamp may be used and the homework is shared and celebrated with the class. Peer comments may be added. Written teacher comments are not required.

Remote Learning

Remote learning tasks can be returned to the teacher in 3 ways :

- A photo of practical work or paper-based task
- A score – eg arithmetic test, science quiz
- A task completed online and returned eg Dojo tasks, Purple Mash

Teachers will review the work that is returned and will:

- Award a Dojo point for completion of task
- Online Dojo/Purple Mash tasks will be marked and returned with a brief comment
- Photos will be acknowledged with a Dojo point and/or a brief comment
- If more detailed feedback is required this may be typed as a comment or staff may use 'castify' to video their response