

Marking Policy

Agreed by Governors: September 2017

Review Date: September 2020

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.

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.
- Marking is positive and challenging. It builds self-esteem as effort and achievement are recognised.
- Marking takes place 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.

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)

Marking policy Guidelines

Key principle of marking – Pupils will achieve when they are given clear steps to improve. When pupils have a consistent and reliable method that is used across the school they can progress quickly, understand what they have achieved and what the steps they need to do next are.

Pink Coded Marking

Pink highlighters should be used to show an area where a pupil could improve.

Highlighter should be used precisely to enable pupils to focus on clear next steps to improve.

Green Coded Marking

Green highlighters should be used to show or comment on where a pupil has achieved and what they specifically have done well to achieve.

General Marking

Marking includes a range of: written comments for improvement, modelling, next steps or extension tasks or questions to enable pupils to focus on clear steps to improve. These could be challenges (eg. Testbase questions in Maths)

Time needs to be allocated for children to respond to marking.

The corrections and improvements will also be marked.

Work can also be ticked or highlighted.

An incorrect answer can be marked/highlighted and a question or modelling used to address the misconceptions.

Success Criteria, when used, should be glued into books and highlighted appropriately (Pink/Green)

Spelling Grammar and Punctuation

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.

As the year progresses the balance will shift towards children proof-reading and checking themselves.

Time needs to be allocated for children to correct and practice these spelling on the blank page.

Incorrect grammar and punctuation when not the focus of the lesson should be marked to a reasonable degree.

Peer Marking

Pupils can mark each other's work using pink/green highlighters as a learning exercise.

Peer marking should be noted with a PM.

English Marking

Success Criteria should be stuck in for some piece of English work, when appropriate, – this is specific for levels and text types.

Green coded marking is used to highlight success in the work and to highlight areas of the success criteria.

If a target has been achieved, this can be highlighted in green with a **T** above it. Similarly, if a target has not been achieved this can be highlighted in pink with a **T** above it.

Pink coded marking to be used throughout to move learning forward and put arrows and comments to the blank page to support practice, self-editing, improvement, modelling, corrections and spelling mistakes. Pink can also be used to highlight the success criteria for areas of improvement.

Learning Objective to be highlighted in pink or green.

EYFS –   to be used to show success. Eg.  and  t

Maths Marking

Learning Objective should be specific and will be highlighted in pink or green.

If it is all green children need a harder challenge to enable children to progress.

If it's in pink then the teacher may model the correct way and the child practices this or the teacher will plan a suitable follow-up task to address misconceptions or misunderstanding.

Non-Core Subjects

Work is marked in all books but not always in as much detail as English and Maths

If an extended piece of English is written in topic then the teacher may decide to mark it in detail to check the child's progress against their English targets (colour coded marking)

A range of peer, self and teacher comments are expected in non-core subjects.

SUPPLY comment is written in books when there has been a supply teacher.

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.

Sp (spelling)- used to indicate when a child has made a spelling mistake.

WS (with support) – used to indicate when a child has received support from an adult.

I (independent)– used 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 is used and the homework is shared and celebrated with the class. Peer comments may be added. Written teacher comments are not required.

Comments may be included if work is not at the standard expected of an individual (poor presentation)