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 Foundation/Key Stage 1 work is practical and much of the feedback to pupils 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.

Teachers use marking to assess work (assessment for learning) to plan for next steps, to fill gaps in learning and set targets.

Pupils use marking to help them to assess their work and understand the next steps/set targets and to address misconceptions.

**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 Wattville 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. It will reinforce what the children have learnt and identify the next steps:

• Work will not always be marked in detail, but it will be checked. This simply indicates that work has been seen, and this can be done as the teacher moves around the room. It is the responsibility of the class teacher/supply teacher/HTLA to ensure all work is marked and that s/he has an overview of the teaching and learning which will then feed directly into the assessment;

• There may be times when it is appropriate for a T.A. to mark. This will take place only when the TA has worked with a group;

• HLTA may mark the whole class set if they have delivered the lesson;

• TA/HLTA needs to initial all work that they have marked;

• Work is marked as quickly as possible, i.e. same day or next day;

• Marking includes verbal and written feedback;

• The date and WALT are recorded by the children where possible and appropriate;

• Marking can sometimes be done in the classroom with the child or with a group;

• Talking partners/peer marking - children are encouraged to evaluate their own and others achievements against the WALT, in verbal or written form;

• Peer marking/peer assessment/paired editing is encouraged;

• Responding to teachers’ comments is a skill and children will be taught how to reflect on these and respond to them.
Rewards

In accordance with our Behaviour Policy teachers establish their own reward systems, appropriate to the age and needs of the children in their class. These may be in the form of stamps, stickers and certificates. Smiley faces etc. may also be used by individual teachers.

The whole school awards system is also used to reward achievement through Good Work assemblies and House Points.

Targets

Individual targets are set. Targets may be given through verbal feedback.

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.

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

All objectives to be colour coded as pink, orange/yellow, green.

Put in missing punctuation including full stop or capital letter, where appropriate.

Insert spelling correction where appropriate.

C  You need a capital letter here
// New paragraph or new line
P  Please use punctuation here (mostly comma or full stop and insert)
SP Spelling correction
^  There is a word missing in the sentence
?  The meaning of the sentence is not clear/the meaning in this piece of work is not clear
I  Independent work
ST  Supply Teacher
TA (Initial)  Teaching Assistant
TS  Teacher support
V  Verbal feedback
STU Student
WALT highlighted
LS Learning stopped
Use green pen to mark work.

Verbal feedback given where appropriate.

Success criteria to be included where appropriate.

In-depth marking for one group for sustained pieces of writing.

Red pen to be used for self-editing of work by pupils.

When may send pupil to AHT to receive their Pen Licence.

**Reviewed and updated following staff meeting, 3/1/17**

**Also see ICT Code of Conduct**