



MARKING POLICY

Review Date 11/02/2024			
Revision 1.3	Statutory Policy? No	Governors Approval Yes	Date 01/09/2020

HISTORY OF POLICY REVIEW/CHANGES

Date	Page	Details of Change	Amended by	To be Ratified
11/2/22	Throughout document	Layers of learning added	J. Dowling	No

1. Aims

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to children regarding their work in order to maximise progress and support pupils in becoming effective learners.

Effective marking and feedback aims to:

- Inform the child what they have done well and what they need to do to improve linked to 'I can statement'
- Involve the child in identifying what they have done well and suggest next steps in their own learning
- Support the child's confidence and self-esteem in learning, and contribute to accelerated learning
- Support teachers' assessment knowledge of each child as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning, identifying their own improvements.

2. Processes

Teachers well times and focussed learning checks (mini plenaries) will take the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry. It may also be verbal feedback given during 1:1 learning with a child or in a group basis. This may be noted down to record the feedback and response process.

Developmental Marking in which incisive feedback on attainment and success linked to the 'I can' statement is given and response from children is encouraged to strengthen the teaching and learning process in order to accelerate and deepen learning. Give written feedback to children about their work. Comments must focus on the objective and **not** just say 'good work', also add comments on what the child could do to improve their work next time or questions to deepen knowledge and understanding.

Self-assessment and peer assessment of the attainment and success of a piece of written work. Children to have opportunities to check and edit their work and comment on the work of others where appropriate. At the end of each 2-week block of learning the children will have an end of unit split which they can highlight using the same traffic light system used by the adults to identify how they think they have done and make a comment on what they could do better next time/what they would like to try next time. Adults to also make a comment underneath their highlighted 'I cans' which is directed at the child.

- ✓ Highlighting where objectives have been seen/not seen E.g. Green = seen, Pink = Think. This can either be for staff to highlight and children to then go and self-correct their work, or for the children to peer mark each other's work, or for children to highlight their own work to evidence where they think they have achieved the objective.
- ✓ In PSRN books photocopied maths sheets or written questions in books should be marked and children given opportunity to make any corrections.
- ✓ Give children working at layer of learning 9 and above the opportunity to assess themselves and their peers against the objectives.
- ✓ Marking should be a two-way process with children being given an opportunity to respond to adult's comments.
- ✓ Stickers and stamps can be used in books to feedback on what the children have done well.
- ✓ Where homework is used to support pupil's learning, it will be marked and returned using the above systems.

3. Procedures for Marking

- All marking is to be carried out in pen
- All marking is to be done in clear legible hand writing and spelled correctly

- Adults to use pink and green highlighting system to inform children of what they have achieved and what they still need to work on, children to also use this system where appropriate.
- When identifying specific success, the respective work in the children's books (literacy or maths) will be identified in green highlighter. The corresponding comment will also be highlighted in green
- The marking code is to be followed for all children working at layer of learning 9 and above in all books and below layer of learning 9 where the adults feel it may be appropriate
- All work must have an annotation slip to accompany a piece of work/photograph in their book but there can be annotation slips without an example of work
- In both Maths and Literacy at least 5 pieces of work per child should be developmentally marked in depth per two-week block of learning.
- All adults working with children are responsible for writing observations and comments about the child's learning in their books.