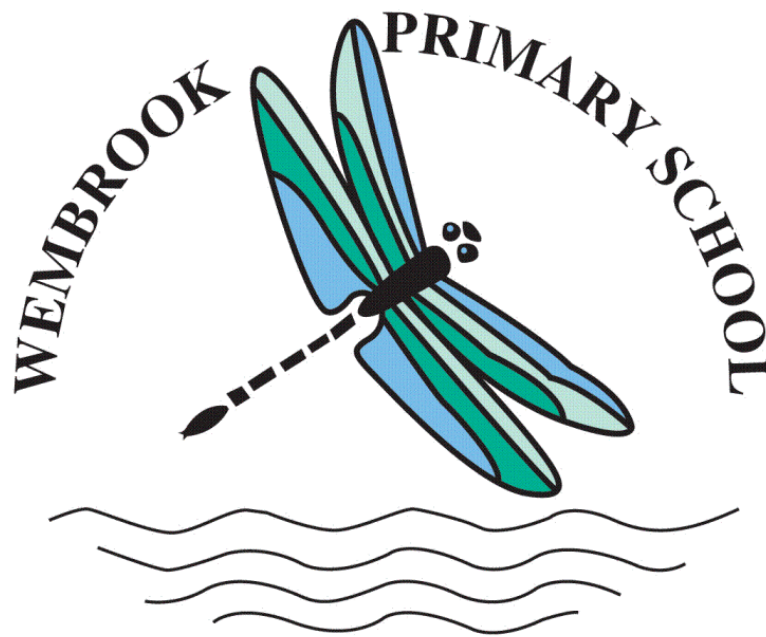


Marking Policy



Signed:

Headteacher

Chair Of Governors



Marking

It should not be the intention of a school to create a strict structure of marking guidelines that makes any teacher feel constricted and stifled. The strongest marking is an extension of the relationship between teacher and pupil. It enthuses, communicates, inspires and most of all it supports the pupils learning.

The guidelines below are just that, guidelines. They set out to show the minimum that all staff should contribute. They give guidance on how to save time and also advise how to mark effectively and efficiently. The guidelines cover all year groups from Year One to Six, with the understanding that they will need to be some adaptations for our youngest pupils. Where appropriate Reception will adopt similar guidelines.

Core Subjects (English, Mathematics and Science)

If the Learning Objective/Success Criteria is met

The **whole** Learning Objective is highlighted if achieved (Green highlight pen)

Best practice encourages the teacher where appropriate to record some comment about the work. This will vary depending on the value of the interaction for that piece of learning.

In reality this means that there will be a range of styles being used which may include:

- No comment but evidence that the work has been read.
- A brief positive phrase e.g. "Well done"
- A small sentence e.g. "You have worked very hard today, excellent progress" or
- "Strong and imaginative choices of adjectives"
- A quality piece of prose which records the teachers observations and thoughts on the piece of work. e.g. "Your problem solving skills in ordering the fractions were exemplary. Your strong presentation in solving the problem helped you with all that working out. Great."

If the learning objective has not been achieved then it will not be highlighted.

If the Learning Objective is not highlighted, then the marking should reflect the reasons why.

Example

“John you have used few adverbs in your writing. How could you describe how the giant walked and how could you describe how the little girl was talking? We shall work together next lesson.”

“When adding decimals together you must ensure your place value is in the right place. Please do this sum. $0.09 + 0.1$. How are you going to set it out?”

Remember place value 0.09

0.1

“Your prediction is not telling me what you think was going to happen . Can you complete this sentence? If I add salt crystals to hot water I think the salt crystals will”

All Foundation Subjects

- A printed success criteria can be used in any foundation subjects the teacher feels appropriate
- If the pupil achieves it then the Success Criteria is ticked and a comment would not be automatically required.
- The number of Success Criteria's will vary between one to three.
- The success criteria needs to be tight and in some incidences there would be some element of differentiation.
- The Success Criteria may replace the learning objective if the teacher feels that it is appropriate. It may be recorded as LO/SC I can.....
- It would be hoped that on many occasions a short comment of praise may also be added.
- If the pupil produces something special it would be appropriate to acknowledge that as well.
- If a pupil does not achieve the Success Criteria then an explanation /comment will be required.

Next Steps

- Next Steps can be a powerful tool to support pupils reflect on their learning. They are most effective when pupils are given time to reply and the teacher is able to “revisit”. From September 2018 the expectation to write a NS is left with the teacher to decide when appropriate.

Also to Consider

- Marking should be completed before the next lesson in the sequence. Where at all possible on the same day or even alongside the pupil is good practice. Marking should be appropriate and well presented, written neatly and legible.
- Where appropriate the annotation VF can be used to indicate verbal feedback. If used there is no need for any other comment to be made. However, if Verbal Feedback was used during the lesson, the impact may be acknowledged at the end. VF and therefore no additional comment, should be used cautiously and not over used. It would not be expected that it was used repeatedly over a series of lessons.
- Pupils in Key Stage Two may use purple pens to up-level their own work. This would be deemed to be part of the marking process.
- Marking alongside the pupil can not only be very effective but can reduce marking at the end of the lesson.
- Peer marking where appropriate can also be a valuable tool in reducing work load. Staff however still need to oversee the work and ensure that this strategy is not over used, especially in mathematics.
- Standard English should be used throughout written work and errors should be corrected. This includes common words which children are expected to spell.
- All work should be dated.
- Marking is encouraged to be in the margin during Extended Writing and should link to standard English and LO/Success Criteria.
- Marking should be done in a green pen.
- Stickers or stamps can be used if appropriate.
- There is no expectation for any marking to take place in the sketch books.
- The schools last inspection (2020) noted, that on occasion, especially in Key Stage Two there was some evidence of teachers not always addressing “simple errors which keep reappearing. Unless there are clear learning difficulties for example, the spelling of was as “wsa” should always be addressed and corrected.

- As schools wrestle with achieving an appropriate work/life balance it is important to remember that pupil books can be an invaluable tool to record pupils learning. With marking, it is not how much is written but more importantly what is written which becomes the focus. Marking should be in the background where pupils are clearly making progress, it should only have an increased profile if pupils are not making the appropriate progress.