



MARKING POLICY

Date Ratified by Board of Governors: 11/9/23

Date of Review: 11/9/24

RATIONALE

To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

As a result of this policy there will be greater consistency in the way that children's work is marked across the Key Stages.

Our Marking Policy is embedded in an Assessment Policy.

PURPOSE

The purpose of the marking is:

- To inform and give feedback to pupils, parents and others about the pupil's learning including areas of strengths and areas for improvement
- To recognise those areas of schoolwork that are good and how to improve upon them
- A means of giving encouragement towards producing work at an acceptable, yet challenging level
- To help inform the next teaching steps for individuals and groups of pupils and indicate what improvements can be made to ensure progression
- To check for standards and assess progress, individually, and within the class
- To determine whether a child can work within set time limits or towards targets
- To measure the schools progress against national standards

PRINCIPLES

At St. John's PS, we believe it is important to provide constructive feedback to children, focussing on success and improvement against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Whenever appropriate/possible, teachers should provide individual verbal feedback to children.

MARKING AND FEEDBACK SHOULD:

- Be manageable for teachers and accessible to children
- Relate to learning intentions/success criteria/targets, which need to be shared with children
- Involve all adults working with the children in the classroom who give recognition and appropriate praise for achievement
- Be regular and frequent
- Give children opportunities to become aware of and reflect on their learning needs
- Give clear strategies for improvement
- Be consistently applied across the school
- Ultimately be seen by children as a positive approach to improving their learning
- Inform future planning and individual target setting
- Be consistent in keeping with the school's policy on Assessment.

- Marking criteria should be displayed in each classroom and children should understand the meaning of the marks/marking they receive
- Children should be trained in marking, self-evaluation and peer assessment and be given opportunities to mark their own and others work, to make improvement suggestions and to act upon the suggestions made
- Children with SEN including dyslexia and dyspraxia should be given the opportunity to develop self-esteem from oral and written cues
- Information for parents should be given by the school and feedback is provided to parents at formal and informal parent teacher interviews

GUIDELINES

The following procedures for correcting and improving children's work should be implemented by all staff:

- Marking and feedback should demonstrate a positive attitude that helps to build the self-esteem of learners. This should be true of feedback given by both adults and children.
- Marking and feedback should recognise positive achievements but also, where possible, indicate the next steps for the pupil so that there is an expectation of improvement and challenge.
- Marking and feedback should have a clear focus first and foremost on the learning intention of the task and then on improvement needs against the learning intention.
- The child should be able to easily understand all marking and feedback. As a result, in written feedback, the language used, the type of feedback and marking used and the points identified will need to be adjusted to the age, ability and reading skills of pupils.
- It is not expected that all errors in spelling and grammar will be corrected unless the learning objective is linked to a spelling or a grammar-based focus. Errors will be noted as a future teaching point.
- Teachers should use their professional judgement to ensure that the feedback given focuses on the learning objective of the activity or task.
- Key vocabulary should be spelt correctly in all subjects, and these will be corrected or flagged up to pupils.
- Targeted groups or learning will be chosen for intensive marking or verbal feedback ensuring that all pupils receive such feedback over a period of time.
- If pupils make first draft copies of their work after it has been corrected, originals may be kept for showing to parents as an indication of the child's true progress.
- Children will be encouraged to evaluate their own work and the work of their peers in line with given success criteria.

MARKING CRITERIA

Teachers may supplement basic marking with their own codes and comments ensuring that children fully understand any symbols or codes used. Ticks and crosses, bullet pointing, and underlining may be used as can use stamps, stickers and smiley faces, to provide feedback to pupils on their learning.

ABBREVIATIONS TO BE USED

SA	Self-Assessment
VF	Verbal Feedback
Sp	Spelling with correct spelling written in the margin
?	does not make sense
^	a word is missing, or punctuation is missing
AS	Adult Support
PS	Peer Support
/	New line needed
//	New Paragraph needed
Tick, Tick	I like it
Tick, Tick, Tick	I really like it
_____	Improvement needed, change the word, phrase or sentence.

When marking, teachers should avoid using red or green pen as these colours have been shown to cause difficulties for some dyslexic pupils.

LITERACY

Marking will provide focused encouragement to pupils and guidance on future improvement. The criteria for marking independent writing tasks will be shared with the children prior to the commencement of the lesson. *Teachers will comment using 2 stars and a wish for genre writing.*

The writing genre under focus will dictate the content and style required and will be considered more important than handwriting or grammatical correctness. Too many foci can lead to confusion and the child becoming inhibited as a writer. Nevertheless, a high but realistic standard of work should be expected, according to the child's ability and previous attainment.

MATHS

A dot will be placed beside an incorrect answer which will give the child a chance to reconsider his/her answer. Children will be given the opportunity to correct their work and if wrong a second time the teacher or classroom assistant will spend some time helping with any difficulties in a one-to-one capacity.

SELF-EVALUATION/PEER ASSESSMENT

The use of peer and self-assessment should be a regular feature of learning when appropriate. When giving feedback children should be providing positive feedback to others. As they move through the school, they should be supported to learn the skill of providing positive criticism to their peers.

- Children should be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements
- Children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self-esteem
- Feedback/peer assessment can be oral or written according to the ability of the child
- Children should be trained to give an improvement suggestion
- Children should be given time and opportunity to act upon suggestions
- The quality of the improvement suggestions and of the peer assessment should be monitored by the teacher

MONITORING AND EVALUATION

The Principal will review samples of work from each class to monitor the implementation of this policy. An analysis will be made, and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment.
- Consistency in teacher's marking across the school.

EQUAL OPPORTUNITIES

The Feedback and Marking Policy and Marking Procedure, encourages the practice of inclusion for all.

Marking Abbreviations

SA

Self-Assessment

VF

Verbal Feedback

Sp

Spelling with correct spelling written in the margin

?

Does not make sense

^

A word/punctuation mark is missing

AS

Adult Support

PS

Peer Support

/

New line needed

//

New Paragraph needed

✓✓

I like it

✓✓✓

I really like it