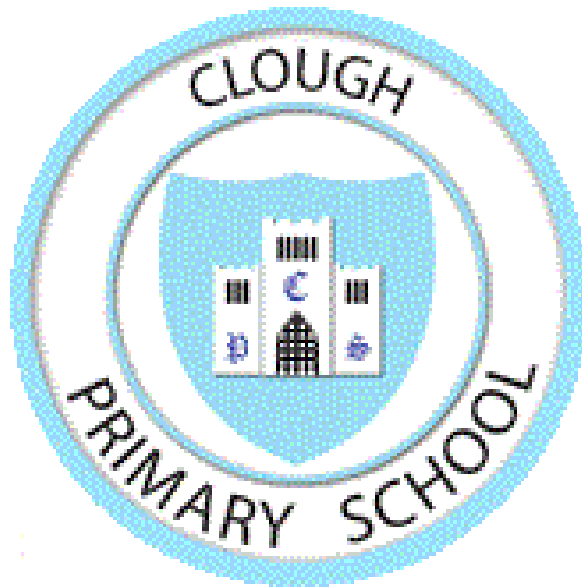


CLOUGH PRIMARY SCHOOL



MARKING POLICY

This policy was adapted May 2024

Signed _____ Chairperson B.O.G.

Review Date: May 2026

STATEMENT

This policy forms a part of a whole school approach to Learning and Teaching. It identifies Marking as an essential, integral part of learning and assessment. Keeping the Plan – Do - Review cycle to the fore.

In this policy we endeavour to promote marking as an important and personal means of communication between teacher, child and parents/home.

It reflects the positive, caring ethos of our school and promotes learning and achievement for all of our children, regardless of their ability.

DEFINITION

Marking / Feedback can be oral, written, and formal and can be given to an individual or a group of children in order to identify what they have learned and to inform future learning and teaching.

PURPOSES

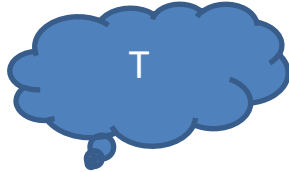
In Clough Primary School we will:

- Identify / check / monitor pupil's progress in line with learning outcomes.
- Provide adequate feedback.
- To provide a dialogue between teacher and pupil / parent.
- To inform Planning.
- To highlight strengths/ identify needs.
- To involve parents more directly in reviewing their child's progress.
- To create a classroom environment that actively fosters improvement.
- To involve pupils in reviewing their own work and setting future targets.
- To raise the expectations and standards of our children.
- To encourage and raise self-esteem.
- To help pupils understand the criteria for assessment.
- To help moderate the interpretation of levels awarded.
- To provide evidence of assessment made.
- To assist in reporting to parents.

FEEDBACK STRATEGIES

Below are a range of feedback strategies which children will employ depending on subject, age, ability and task:-

- Individual oral feedback – about the child’s work indicated by a written phrase ‘marked with child’ (MWC). A speech bubble with ‘T’ is drawn for foundation children.



Or by using a stamp stating that verbal feedback has been given.

- Whole-class / group oral feedback – talking about processes and answers, discussing and reviewing learning.
- Oral follow up feedback will be given to individuals / groups or whole class where appropriate.
- Work simply ticked or awarded stamps / stickers to indicate that work has been seen / completed.
- Closed exercises – marked by the child with ticks or crosses while the teacher goes through each question.
- Quality marking by teacher with written feedback – pieces of work marked more thoroughly, linked to the learning outcome and highlighting area for improvement. The teacher will use comments or symbol which are intelligible to pupils. (Humour, oral or written may be used to get message across).
- Quality marking by children – children involved in marking their own work, alone or with a partner, based on the success criteria as outlined by the teacher at the start of the lesson.
- General Feedback – about the overall quality of the work – where work is an application of the skills learned so far e.g. A written piece of work marked for spelling, grammar, punctuation and handwriting.
- Marking every error – when appropriate e.g. testing spellings / tables.
- Marking against the child’s target – this will occur when children are confident with self-evaluating and setting targets.
- The pupils will be encouraged to review their answers following marking.

MARKING CODES

An example of codes used by our teachers is shown below. This is by no means an exhaustive list and teachers are at liberty to elaborate on this using their own style as long as it is consistent and understood by children.

- LIA Learning Intention Achieved.
- MWC Marked With Child.



Oral feedback has been given

- Marked by 'Childs Name' indicates marked by child or partner.

PRINCIPLES

- Marking should be fair and consistent.
- It needs to be positive, sensitive to children's needs and constructive.
- Learning intentions should be made explicit before work begins.
- Where appropriate, Success Criteria should be shared and discussed and directly linked to marking and feedback.
- Work should be marked so that achievement is acknowledged, suggestions for improvement are offered and teaching points are highlighted.
- When 'feedback' is offered, the children should be given time to reflect on and improve their work.
- Marking and feedback should be an integral part of the Learning and Teaching process. Therefore, it should take place there and then when possible to inform the learning and for the purposes of target setting.
- Where possible and appropriate, Marking and Feedback should take place with the children either individually, in a group or with the whole class.
- Marking and Feedback will be carried out by teachers. Pupils will be encouraged to reflect on and improve their own and others work through self and peer assessment.
- Parents / carers will be made aware of the Policy for Marking and Feedback in Clough Primary School.

HOMEWORK

Homework is a vital link between home and school and should be marked as soon as possible after completion.

It will be marked in accordance with the Marking and Feedback Principles.

ASSESSMENT AND RECORDING KEEPING

Marking and Feedback should contribute to summative and Formative assessment.

The outcome of Summative Assessment should be used to inform Curriculum Development together with Learning and Teaching.