



Docking Church of England Primary School and Nursery Marking Policy

Aim

To establish a consistent approach to the way work is marked, so that pupils value the feedback and have a clear understanding of the way their work is marked. They will be well versed in how to respond to the marking system as a result of its consistent application throughout the school and will understand the steps required to reach the next level in their learning.

We will do this by:

1. Providing opportunities to give praise and encouragement and to show we value their work.
2. Motivating children to want to produce high quality work and make progress.
3. Reinforcing the standard being aimed for.
4. Enabling children to recognize what they do well.
5. Helping children to identify the next steps in their learning.
6. To allow children to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, but then good to learn from and remedy them.
7. To see if teaching has been effective and inform the next steps of planning.

Broad Guidelines

It will be expected that there will be an over-arching Learning Journey related to each block of work. Each lesson will then be a **step** towards achieving the Learning Journey and marked accordingly.

Good marking occurs when it is:

- meaningful for the individual child
- positive and constructive, linking achievement to effort and technique
- clearly gives children the responsibility of identifying and addressing their errors
- encourages a dialogue between teacher and child.
- used to inform future planning

Our marking should include:

- verbal and written feedback
- the date, title and Learning Step (LS) (recorded by the children where possible and appropriate).
- comments that relate to the planned learning step, recognition of children's achievements and indication of the next steps in their learning
- time built into lessons for children to reflect on marking and respond to it.

Approaches to Marking:

- Marking should be undertaken as quickly as possible. As much marking as possible should be done in the classroom with the child or a group, so that dialogue can take place and areas of difficulty be promptly dealt with.
- It is not necessary to mark every piece of work in detail. Often, a **check** is all that is required. **Checking** of work simply indicates that work has been seen. It can be done as you move around the room through a simple tick. Its principle purpose is

- ❖ to recognise the quality of the pupils' work
- ❖ to identify errors at the earliest possible stage to aid improvement
- ❖ to challenge incomplete or untidy work

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- ❖ to record an occasional comment to recognise outstanding effort
- ❖ to identify pupils who may need more help or challenge.

Pupils and parents both need to see evidence of this.

- Different foci will apply to different pieces of work.
- **Selective** self-marking by children is appropriate, **based on the clarity of the learning steps and success criteria.**

Children should be taught to reflect on and respond effectively to teacher comments.

- Correcting every mistake can be demoralizing – marking is not about copy editing the work
- When written comments are made by staff, questions are sometimes usefully employed, which the child should then be expected to write an answer to, e.g.: *What is the rule for calculating the area of a rectangle?* Questions can also be fairly open-ended to prompt a reflective response, e.g.: *What do you think about...? What would happen if...? Can you find another way to get the answer?*
- Time must be allowed for pupils to reflect on teachers written comments.
- Teachers should write legibly and model good practice.

The Marking Process

- Before a piece of work is undertaken, children should be clear as to how their work is going to be assessed through the sharing of and referral to the LS. However, comments about core skills/cross curricular will be commented on.

At the end of a lesson all children will be asked to self-assess their progress for that lesson against the LS. Initial self- and peer- assessment may be by the showing of ‘thumbs up’ or ‘thumbs down’ but the children will then place a green, yellow or red dot or sticker next to the LS to show how they perceived their progress and understanding of the lesson.

Staff will then place a second dot of their own showing how they perceive the child’s progress against the LS. Where there is a difference in colour an explanation should be clearly written.

Supporting comments should always be made to reinforce the highlighting and should provide the next steps for learning, **EVEN WHEN FULLY ACHIEVED.**

WHERE APPROPRIATE COMMENT SHOULD BE MADE TO THE LEARNING JOURNEY FOR THE BLOCK OF WORK.

- During a piece of work, over-marking should be avoided.
- Teachers should identify the most important issue that the child needs to address to move on.

Colour-coded marking, wherever possible, should be followed:

GREEN: This will highlight the text directly against the LS e.g. if the LS is ‘To use metaphors’ then examples of metaphors used would be highlighted in green.

PINK: This will indicate next steps for the children at the end of the piece of work

For Upper Key stage 2 children, staff may also use:

BLUE: This will highlight incorrect spelling or a punctuation error. To progress, a dot in the margin to denote a spelling/punctuation error can be used.

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When peer marking, children would also follow the above criteria, but would highlight in yellow.

Before the next piece of work is undertaken, it is sometimes appropriate to revisit the targets from the previous piece of work, however, it is expected that spelling corrections, appropriate to the age and stage of the child, will be addressed regularly.

When responding to the teacher's comments, where appropriate, children should use a green pen to show they have read the teacher's feedback.

Spelling and Grammar:

- In all work, key words should be identified for correction by being highlighted a blue dot in the margin; teachers will use their judgment in correcting spellings. Some children will require the teacher to write the correction, some children will be expected to self-correct.
- Spellings should be corrected using the LOOK, SAY, COVER, WRITE, CHECK method and spelling journals regularly.
- Children should be encouraged to 'have a go' and not be restricted by the need to spell all words correctly at the drafting stage of a piece of writing, which inhibits the creative process.

N.B: Marking/target setting shouldn't be overly focused on spelling and presentation, as these should be included in the non-negotiables.

The role of senior management and subject leader

The role of the senior management and subject leadership team is to ensure the effective practice and fidelity to the marking policy is adopted throughout the school. This will be done through marking scrutinies and subject monitoring.

The SMT will also scrutinise the effectiveness of the teaching assistant input and their role in the marking process

Signed: _____

Date: _____

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