Primary Schools Marking Policy

Reviewed by:	Governing Body
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1.   **Why do we need a marking policy?**

The policy is designed to ensure that marking and feedback consistently provides evaluative and effective opportunities for children to develop and extend their learning and leads to impact and progress within the lesson and in future pieces of work in all subjects. Successful marking, feedback, and opportunities for children to assess their own and peers' work, lead to well - developed attitudes to learning, ensuring they become reflective learners and helps them to close the gap between what they can do currently and what they need to do to progress.

'Imagine what difference it would make if all children knew what they were good at and knew what they needed to do to improve'. (Harley Thompson AST)

"Good Learning is about moving forward and saying 'how can I make this better"
(Shirley Clarke)

All members of staff are expected to be familiar with the policy and to apply it consistently.

2.   **The Principles that guide the Trust approach to Marking and Feedback**

Marking and Feedback should:

- Be manageable for the teaching team and accessible for the children
- Relate to the learning objective and/or targets as agreed in pupil meetings
- Involve the teaching team working *with* the children
- Give recognition and praise for achievement and *clear* next steps for improvement
- *Allow specific time for children to read, reflect and respond to next steps*
- Respond to individual learning needs, taking opportunities to mark face to face (live marking) where possible
- Show pupils that their work is valued
- Provide ongoing assessment to inform future planning

3.   **Marking Learning Objectives**

- Should be clearly displayed at the start of a piece of work after the date. Where appropriate Learning Objectives can be pre-prepared by the teacher on labels and placed into the pupils' book in the appropriate place.

- At the end of the piece of work, the teacher should highlight the child's achievement towards the objective in the following colours:

    Green = achieved
    Yellow = partially achieved
    Pink = not achieved

4. Live Marking

This is a developmental comment against the learning objective that intervenes to support, consolidate, accelerate or challenge the child's learning.

- Adults should mark in green highlighters where the child has met the learning and pink highlighters where the child has not met the learning. Adults should not highlight all work but a quantity that helps the child with their learning.
- It is important that whilst highlighting the adult explains the misconception to the child so that they can edit their work and develop their understanding.
- Step for depths are an important element of our curriculum as they help to deepen the child's understanding. These should be carried out during lessons as challenges and will be evident in the child's book as a step for depth.
- It is advised that adults use Blooms questioning to support next steps.
- Children should respond to adults with a purple pen to clearly demonstrate their editing and improvement of the work.
- The school reward system will be used for pieces of work where appropriate, teachers will use visualizers to use children's work as an exemplar to others.
- Teachers should ensure that they use neat and legible handwriting, modelling the school's adopted handwriting scheme, when commenting on children's work.

5. Verbal Feedback

- Verbal feedback is part of the live marking process and is important in supporting learning.
- It is also particularly appropriate for speaking and listening or other activities where no written/concrete outcome is produced.

6. Development of Spelling, Punctuation and Grammar

It is important to develop independence in children so that they are able to find and correct their own spelling, punctuation and grammar errors using a variety of tools. Until this skill is learnt adults will highlight the error or the column where the error occurs in pink. Children will edit the error using a purple pen.

7. Presentation

- The teaching team should expect high levels of presentation at all times.
- Work on all pages in the book
- Write and underline the date and title, the date will be numerical in maths books
- Use a black pen or a pencil to write, pen should be introduced in Year 2.
- A ruler should be used to underline titles and sub-headings
- In maths books, a ruler should be used to draw shapes, graphs and labelled diagrams.
- In maths books (when writing numbers) one digit should be written in its own square.
- If work needs to be stuck into a book, edges should be trimmed and work should be stuck in neatly and straight.

- Book agreements will be signed by each pupil in their individual planner and used as a reminder.

8. Self and Peer Assessment

- We want to encourage children to be reflective learners and to have a real grasp of their own strengths and areas to develop. By being involved in marking their own work, or by giving feedback to a peer, based on clear success criteria, pupils can demonstrate a sophisticated level of understanding about the learning taking place in a lesson or over a period of lessons.
- Self and Peer assessment can be carried out in a variety of ways, there is no one set method, however, children should use a **purple pen** to respond to feedback.
- Purple pen writing should be written to the same standard as other work.

9. Early Years

- Assessment evidence should be collected and recorded against the Development Matters Curriculum and the Early Learning Goals.
- Work should be marked following the marking policy.
- Live marking is introduced in the Autumn term in English and Maths books and children should respond in purple pen.

10. Supply

- Where supply teachers have covered for a short period they should initial the page to indicate that it was not the usual class teacher.
- Cases where a supply teacher is used over a long period of time the marking policy should be adhered to.

11. Students

- Where a student teacher is working with a class, they should mark work under the guidance of the class teacher and in line with the marking policy.

12. Monitoring of Marking

- Marking and feedback will be monitored by the Leadership team through book scrutiny's, learning walks and pupil voice.
- During the monitoring cycle children will be selected at random by the Leadership team.

13. Moderation

- Subject Leaders will organise moderation on a regular basis, with the support of the Head Teacher. Moderation will provide opportunities to share good practice and ensure parity in the way that the marking policy is applied.
- Teaching staff are expected to participate in termly Trust moderation meetings.