



# Calder Vale St. John's CE Primary School Scorton CE Primary School



## Marking Policy

Policy Agreed by Staff: January 2015

Policy Agreed by Governors: February 2015

Review Date: January 2017

### Rationale

Marking and feedback is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. Marking has the potential to be a powerful, manageable and useful on-going diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children about their progress.

Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

Evidence of our response to children's work can be found recorded in books, on display and in class floor books. We believe that the most effective way of marking for all pupils is through dialogue. A fundamental part of our marking is with the purpose of assisting learning. Next steps are shared with pupils either verbally or as a written comment and pupils are given the opportunity to work on these next steps.

This policy reflects and reinforces the aims that marking will assist learning by motivating, highlighting and target setting. Thus, reinforcing what the children have learnt and identifying the next steps. Throughout this policy the term 'marking' includes both written and verbal feedback to pupils and the use of peer marking and feedback and self marking and reflection.

### Objectives

At Calder Vale St. John's and Scorton Primary Schools marking:

- Is positive and constructive and related to needs, attainment and ability
- Is related to specific targets and learning objectives which are shared and made clear to the pupils in advance
- Follows consistent practice throughout the school
- Provides pupils with opportunities to assess their own work and that of others
- Sets next step targets for children to ensure pupil motivation and involvement in learning.
- Encourages a dialogue between teacher and child.
- Poses questions and challenges
- Can clarify thinking or suggest a new approach
- Correct errors or misunderstandings

### Broad Guidelines

- Work will usually but not always be marked in detail, but it will be checked. This simply indicates that work has been seen and can be done as the teacher moves around the room.
- There may be times when it is appropriate for a T.A. to annotate work.
- Work is marked as quickly as possible, i.e. same day or next day.
- Homework is marked.
- Care is always taken to preserve the integrity of pupils' work.
- Marking includes verbal and written feedback.
- Marking can sometimes be done in the classroom with the child or a group.



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- Talking partners or peer feedback – children are encouraged to evaluate their own and other's achievements against the learning objective, in verbal or written form.
- Self-marking – this includes 'smiley faces' and the 'traffic light' system.
- Responding to teachers' comments is a skill and children will be taught how to reflect on these and respond to them.
- Our planning shows clear success criteria which are shared with pupils. This forms the basis of self assessment and teacher feedback.

### **Rewards**

In accordance with our Behaviour Policy teachers establish their own reward systems, appropriate to the age and needs of the children in their class. These may be in the form of stamps, stickers and certificates. Smiley faces etc. may also be used by individual teachers. The whole school awards system of team points is also used to reward achievement.

Class valuing of work by celebrating and sharing – teachers select children to show good work in the weekly celebration worship. This is also included in the school newsletter and the local newspaper.

### **Planning and Assessment**

Marking informs planning and provides information for assessment. Planning is thorough so that success criteria are identified.

Corrections support the child's learning and we remember that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers use their professional judgment when deciding how many corrections to mark.

Teachers may plan to mark groups of work, so that they can focus on developing particular objectives with targeted groups.

Marking is for the direct benefit and improvement of the children's work. Marking is therefore undertaken by the teacher to inform the child of the progress they are making and targets they need to work towards.

### **Agreed Code**

Written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked. Comments are written whenever possible, giving next steps for future work. Where verbal feedback is given VF will be written at the bottom of the piece of work.

In Big writing we use a system that recognises pupils' use of VCOP. Staff mark each piece of writing in depth, identifying each positive element of VCOP using a small letter above each example used in the child's writing. A comment is made at the end praising positive aspects of the work and a specific short term target is set for the next piece of writing.

In maths work a system of ticks and dots is used to show where calculations etc are correct or incorrect. Teachers also use next steps marking in maths.

Time is given to pupils to reflect upon marking to ensure that they benefit from it. They are also given the opportunity to discuss their work with the teacher. 'Target time' is set aside each week for children to work with the teacher, TA or independently to make their next steps of progress.