



MARKING POLICY

Marking Policy
for
St Mary's C.E. Primary School

Approved by Curriculum & Standards Committee:	Autumn 2016
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Date of next review:	Autumn 2019
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Marking Policy

At St Mary's we believe that the ways in which teachers respond to children's work (both in verbal and written comments) affect pupils' motivation, ways of working and rate of development.

Marking covers at least four separate operations.

- Responding to the work, commenting on it, discussing its effects and raising questions as an interested reader.
- Assessing the work in relation to the nature and expectations of the task set and each child's development.
- Indicating the selected errors for correction.
- Monitoring the work to diagnose the needs of an individual pupil, to gather feedback about the success of teaching and to help plan for future learning.

PURPOSE AND STYLE OF MARKING

- Marking initiates a dialogue with the child. It is a form of communication between teachers and pupils.
- Marking is positive and informative and comments are for the purpose of contact, highlighting the next steps and providing information.
- Marking is more effective when completed in the presence of the child to allow interaction and feedback – when possible teachers will mark in this way.
- Marking will be responsive and instructive. Teachers will strike a balance between encouragement and instruction.
- Marking will include comments to show children the next steps to take in their learning and can indicate whether a specific target has been met
- When marking children's work, teachers are engaged in finding out what pupils know about the task and are involving pupils in giving an order of priority for improvement.
- Marking will be completed against an explicit Learning Question and/or a Success Criteria.
- Pupils will be given the opportunity to mark anonymous, peer and their own work, eg. with marking ladders or against a Success Criteria.
- Pupils will self assess their understanding of learning by "traffic lighting" their work against the Learning Objective and/or a Success Criteria. They will do this by circling green if they feel confident they have achieved it, amber if they feel they have nearly achieved it and red if they feel they have not understood the learning objective/success criteria
- Pupils will be given time to reflect and act upon teachers' comments before the next piece of work is started.

OUR MARKING CODE

We follow an agreed marking code, approved by the whole staff to ensure that there is a continuity of standards throughout the school.

The code is both responsive and diagnostic. It features aspects of the task that have been either understood or misunderstood. It also provides a range of responses to the children's work, each of which is positive and / or constructive ("feedback"). Pupils are encouraged to check their own work on completion. Dates and the title should be spelt correctly in each piece of work and corrected when it is not.

Grammar and spelling is held in high regard throughout all areas of the curriculum e.g. when marking in science, the scientific vocabulary will take precedence.

In each year group where appropriate teachers will include a next steps comment when marking work (“feed forward”). Indications will also be made to show where children have met a particular target within a piece of work.

In Early Years Foundation Stage, within the Special Education Group and with other SEN pupils through the school, stamps will be used when appropriate to show whether work has been completed independently or with adult assistance.

Where appropriate, yellow and green highlighters will be used for marking. Green highlights indicate good quality work that meets and/or exceeds the learning objective. Yellow highlighted work should be reviewed and improved by the pupil.

Teachers will use the same marking response when reviewing homework.

Throughout the school key symbols will be used to indicate the level of effort within a piece of work. These are:

✓ = Finished, completed.

☺ = You’ve worked hard. Well done.

☺☺☺ = Wow! Wonderful! This is your best work.

(Alternatively, use a sticker or a stamp.)

At St Mary’s teachers do not use comments such as ‘good’ or ‘well done’ which do not move learning on.

EVALUATION

This policy will be reviewed annually, usually at the beginning of the academic year to:

- Keep abreast of changes in the National Curriculum
- Inform new staff
- Meet current assessment requirements
- Suit the needs of the pupil.

EQUAL OPPORTUNITIES

St Mary’s CE School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

The Governing Body recognises that it is unlawful to take into account anyone’s gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors’ aim that no-one at St Mary’s school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.