Marking Policy

The aims of our marking policy:

1) To provide a consistent approach to marking across the school, across year groups and across Key Stages
2) To be a cornerstone of the assessment policy and be embedded in the principles behind that policy
3) To ensure that there is regular evaluation of work carried out by children
4) To be part of the self-evaluation process for the teacher
5) To provide a means whereby children receive feedback and are encouraged on to the next step.

The following principles apply:

1) Marking should be consistent, constructive and informative
2) It is used as a tool to monitor progress
3) It will be used to recognise achievement and highlight areas for improvement
4) Marking will be in a form that is capable of easy interpretation by pupils and parents
5) It will be used to help children understand the objective of the task, for them to see how well they have succeeded against the target set and to encourage self-evaluation and future learning
6) Marking will be used to build self-confidence as well as set challenges
7) Next steps should be written in a style that encourages children to respond in a meaningful manner in order to improve
8) Time will be provided for children to be able to respond to marking comments – purple pen in KS2
9) All staff will model the school handwriting policy when marking using a black or blue pen
10) All staff will initial their marking
11) Stickers will be used where appropriate for motivation and reward
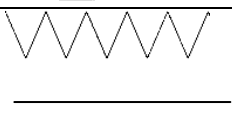
We provide for this through:

Detailed Marking:

1) Giving time to the quality of marking (Much feedback can be verbal but the key content of this should be annotated in a brief comment on the work)
2) Being as constructive as possible in these written comments yet at the same time identifying future targets
3) A clear understanding that it is not possible to mark in depth with a child or a detailed piece of work **all** the time. The detailed marking will need to be planned

Other marking:

1) Comments will relate to the objective of the lesson
2) Handwriting and presentation can be a focus for marking at all times
3) Children being involved with the marking process by either marking each other's work or their own. This will become more important as they progress through the school and they take increased responsibility for their part in their own learning. Peer marking will be initialled.
4) Specific coding – see following page

Code	Use of the code	Recommended Follow up
✓	Work is accurate and pleasing	Developmental points may be added. With space given for the children to respond
✓✓	Work is particularly impressive e.g. This may be found above a super adjective	A comment expanding on why this was impressive
SP	To indicate that there is a spelling error	Teachers may write the correct spelling in the margin or ask children to edit work
CL or P	Capital Letter or punctuation required	Explanation written in margin
⌐_⌐ (step)	To indicate a next step. This may be linked to the learning objective or to handwriting/presentation	Space should be given for children to respond and make improvements in a meaningful manner.
VVVVV / ___	A wiggly or straight line may be drawn underneath words to draw attention to them. This may be for positive or negative reasons	An explanation of the significance of the line
T	Verbal feedback given with a brief explanation of this.	Evidence that the children have taken this on board in the work that follows

Against the Learning Objective

Code	Use of the code	Recommended Follow up
✓	To indicate that the Learning Objective has been securely achieved	
?	To indicate that the Learning Objective has only been partly met	A comment expanding on the problem and how to improve may be needed
X	To indicate that the Learning Objective has not been achieved	A comment to indicate what the barrier to learning has been and what the next step will be

To indicate Level of Support

Code	Use of the code
I	Work achieved independently
GS	Group support with TA or Teacher
S	Support needed generally to achieve objective
IS	Individual 1:1 support given

Self-Evaluation for children

Code	Use of the code
☺ ☐ ☹	A smiley face system can be used at KS1 A happy face can used to denote that they found this work easy or enjoyable. A face with a straight mouth indicates the children have found this OK A sad face can be used to denote that children found the work difficult, lacked confidence or did not enjoy
(green)	A traffic light system can be used at KS2 Green can used to denote that they found this work easy or enjoyable.
(orange)	Orange/yellow indicates the children have found this OK
(red)	Red can be used to denote that children found the work difficult, lacked confidence or did not enjoy