



**ALL SOULS'
CHURCH OF ENGLAND
PRIMARY SCHOOL**

Marking Policy

Reviewed: September 2023
Next Review Date: September 2024

Rationale:

Marking and responding to children's work is an essential element in the assessment of the performance, progress, levels of attainment, and the raising of standards throughout our school. It informs and enables staff, children and parents/carers in this process.

The way in which we respond to pupil's work inevitably communicates signals to the children. These signals are likely to affect their own judgements and feelings about their levels of achievement/attainment, and the ways in which they are working. All comments/responses therefore, in whichever form they may take, must be constructive and based upon evidence, which the children understand and can relate to.

Marking should be personal, informative and encouraging, communicating our expectations for high achievement. Informative marking provides pupils, teachers and other readers' clear assessment of a pupil's achievement in a given piece of work, as well as guidelines for future skills development.

Defining Marking:

The term marking is understood to mean whatever comments, notes and marks are recorded on a child's work by another person, often but not always the teacher. Such recording may be accompanied by verbal exchanges between the marker and the child. The quantity and detail of marking will vary according to the subject matter and the age of the child.

We aim to:

- Use marking as a teaching tool to inform the children of their performance and the next steps in their learning. It is not general; it is specific, it focuses on improvement as well as correction and it relates to the current piece of work with an expectation to edit and improve.
- Develop children's ability to proof read, edit and improve a piece of work before the teacher sees it.
- Expect children to use methods to indicate their own understanding of their learning
- Expect children to explain how they think work can be improved.
- Make effective use of response partners to respond to their peer's work.
- Use marking as an assessment tool to inform the teacher of the child's level of achievement /attainment and to inform the next stage of their planning.
- Create a common, agreed, continuous, developmental methodology throughout the school which is understood and utilised by both colleagues and children.

Defining those who mark:

In addition to the class teacher, others may mark children's work, as research suggests this is particularly beneficial to the learning process.

For example:

- ❖ Pupils may mark their own spelling or maths tests, and some other closed exercises, while the teacher explains the correct answers and the processes to reach those responses.
- ❖ TAs may mark work, and HLTAs will be expected to assess the work they set.
- ❖ Parent helpers may record comments when they hear children read.
- ❖ Pupils may be involved in peer marking.
- ❖ Pupils may mark and edit their own work.

The marking policy should be used consistently, and all those who mark should follow this consistent approach. It is the responsibility of the class teacher to bring the marking policy to their attention.

Quantity and Quality of Marking:

Marking will vary according to subject matter e.g. a times table or a spelling test may consist of ticks, a score and a brief mark. However, for most other pieces of work marking will:

Show how well (or otherwise) a child has completed a piece of work by:

- Colouring the traffic lights either green, orange or red against the learning objectives and whether or not the child has achieved them.

Marking may include:

- Saying something positive and personal about how the work was tackled.
- Using appropriate vocabulary and terms.
- An additional challenge to move learning forward. Pupil responses will be written, and may be highlighted in green by an adult where appropriate.

For creative writing, the marking will give the learner more information. A green highlighter will indicate areas of success and an orange pen for an area for further improvement - relating to the success criteria or learning objective. The children will also use a marking code, which will pick up areas for improvement. In this case the pupil must be given time to consider or discuss why aspects were thought to be successful and to correct or improve the aspects that need development. Corrections or improvements in response to marking will be in green pen, or a green box placed around them.

Markers may also provide guidelines or targets for future work by discussing targets or the learning objective, and by checking verbally that the child understands what is written.

Additional Guidance: EYFS

Written marking should normally accompany or follow verbal exchanges with the child at the time that the work is being done. Such exchanges should include reference to what the child has achieved and give simple guidance for further development. Written marking may be brief but should still follow the general guidance above. Where relevant, marking should be used to indicate the level of support given in a piece of work and thus provide a record of (developing) independence.

Additional Guidance: KS1

Notes for reception are relevant here, particularly for younger or less able pupils. As children progress, they should be encouraged to read the marking notes themselves. To make sure the child understands the marking and the guidelines/targets, verbal exchanges should take place, either at the time of marking or soon afterwards. Teachers should regularly check for understanding or marking vocabulary.

Additional Guidance: KS2

Marking may be quite detailed to provide children with good feedback. It will be appropriate to highlight targets inside a book cover, in a home-school book, or in a display in the classroom. Previous targets/guidelines may be referred to in later marking to indicate progress or otherwise. The invitation to respond/comment may help teachers assess children's understanding of, and reaction to, the marking. Responses, corrections and comments will be completed within the body of work (where editing has been advised) or underneath the day's work. A green highlighter may be used to show the child's response.

Conclusion:

Every permanently recorded piece of work will be marked, thus providing some assessment of pupil progress. Teachers must make time available to pupils for addressing marking comments, including spelling and editing issues. They should ensure that all pupils understand the comments, and the marking key, in order that they fully benefit from having their work marked.