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Marking Policy

The Purpose of the policy

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

The need for a marking policy

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

We recognise that the teaching team consists of teachers, teaching assistants (TA's), nursery nurses and any other specialist teachers employed by the school and/or LEA.

The Principles That Guide the School's Approach to Marking and Feedback

Marking and feedback should:

- **Be manageable and flexible** for the teaching team and accessible to the children.
- Relate to the learning intention.
- Involve the teaching team working with the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking **where appropriate**.
- Respond to individual learning needs taking opportunities to mark/**respond** face-to-face where appropriate.
- Inform future planning.
- Use consistent codes within Key Stages.
- Ultimately be for the children a positive approach to improving their learning.

The effect of marking on attainment

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

Oral Feedback

It is important for all children to have oral feedback from a member of the teaching team from time to time. This dialogue should focus upon successes, areas for development and to set targets for future learning.

Summative Feedback / marking

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this.

Formative feedback / marking

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention.

Acknowledgement should always relate to the learning intention.

Marking and feedback given by members of the teaching team other than teachers.

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate.

Quality Marking.

Teachers should focus first and foremost upon the learning intention of the task. The emphasis should be on both successes against the learning intention and/or the improvement needs of the child.

When quality-marking teachers **could**:

1 Read the entire piece of work.

2 Highlight up to 3 examples of where the child has met the learning intention and indicate clearly a focused comment linked to this, which will help the child improve their future learning.

3 Spelling, punctuation and grammar need **not** be marked in every piece of work.

4 Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent. Suggested symbols are provided in the appendices. All the children should have a comment. When possible and appropriate, children should be given a comment, which will extend their thinking.

5 Teachers can use 'marking ladders' (success criteria) to aid the marking and self-assessment process.

Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise
- Stickers and stamps
- Written annotations, short and narrative observations (written)
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work or special books

Children's response to the comments

Self-Marking and evaluation

- Children should be given time at the start of a lesson, to read and consider the written feedback the teacher has provided.
- Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- Children should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply.
- All children should sometimes be encouraged to self-evaluate and older children should be encouraged to identify their own three successes and look for an improvement point.
- Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

Monitoring and evaluating this policy

This policy will be monitored through further consultation of staff and through the planned reviews. We will have half termly monitoring/work scrutiny by all staff to check everyone is using the policy correctly; and it will give staff the opportunity to discuss marking.

Children's workbooks will be monitored by the Head Teacher and subject leaders, with written and/or verbal feedback given to individual members of staff.

Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

Subject leaders will monitor subject specific marking as part of their monitoring role.

Subject Specific Marking and Feedback

Within certain subjects, aspects of this policy may not apply or require further detail.

The following guidance is in addition to the requirements of this policy.

Investigative and Practical work

Where a child has undertaken an investigative or practical task, there should be a quality comment, which reflects their formative and summative assessment.

Pupils should be given the opportunity to self-evaluate.

ICT

Samples of work used for ICT feedback should be annotated with the ICT learning intention rather than the curriculum area intention that it may support. The focus should be on the level of skill the child has used rather than the necessary outcome.

Vocabulary

Where subject specific vocabulary is written, this should be correctly spelt.

Performing Arts

Subjects such as PE, Music, Drama etc., should use oral feedback to support the children's learning and development. This could also include opportunities for the children to positively evaluate the work of their peer's performance. If written work is completed, the principles of quality feedback and marking should be applied.