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## Rationale


Marking is an integral part of assessment. We aim to provide a system of marking that is consistent and continuous across each key stage within our school. Marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. Quality marking, allows for self-assessment, where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others. We aim to mark positively, whenever possible, to enhance self-esteem and confidence. Marking will also be used to inform parents, inspectors and other interested parties.

Effective marking should:-

- Give feedback to children and to inform them of their achievements and the next steps in their learning
- Show work is valued
- Demonstrate appreciation of children's efforts
- Inform future planning and learning
- Evaluate and assess children's learning
- Help parents to understand the strengths and areas to develop in their children's work

## Marking Procedures

- Green pen should be used by adults
- As far as possible, marking will be done daily or when a piece of work is completed
- Work should be marked in relation to shared learning objectives and the child's attainments
- As far as possible, time will be spent with the child to ensure they understand the comments and the next steps set
- Teachers writing to be neat and legible
- Purple 'polishing' pen to be used for self-marking and editing by children

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### Response Marking

- We will ensure that time is allocated within the teaching week for pupils to respond to their written/oral comments by the class teachers in order they can act upon the development points
- Traffic lights will be used by children to indicate their understanding of the learning objective
- A particularly successful piece of work may be awarded with a team point or certificate in celebration assembly or celebrated throughout school in displays etc..


### Feedback should:

- Provide clear feedback about a pupil's strengths and weaknesses
- Recognise, reward and encourage a pupil's effort and progress
- Encourage children to review and respond to feedback
- Direct pupils to what they need to do to improve their work (and encourage them to do so)
- Be focused on the learning intention and success criteria
- Model good practice (e.g. good handwriting/presentation; constructive verbal feedback)

### Codes to be used when marking written work:

#### English

<b>p</b>	<b>Punctuation error in that line</b>
<b>sp</b>	<b>Spelling error to be looked up and corrected and a wiggly line put underneath the error</b>
<b>?</b>	<b>This doesn't make sense</b>
<b>CL</b>	<b>Capital letter needed or in the wrong place</b>
<b>^</b>	<b>An omission</b>
<b>//</b>	<b>New paragraph or new line</b>

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## Maths

✓	Correct
•	Incorrect, try again
•✓ <sub>c</sub>	A completed correction

I	Worked independent
T	Worked with a teacher
TA	Worked with a teaching assistant
ST	Worked with a student teacher
VF	Verbal feedback given


## Correction Procedures

- Corrections will be completed above or nearby to work
- Errors will be neatly crossed out with a pencil and ruler

## Marking may be done by:

- Teacher alone
- Teacher alongside child
- Child alone (self marking)
- Other children (peer marking)
- Teaching Assistants
- Supply teachers

*Implementation of this policy is the responsibility of all staff.*

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### Appendix 1

#### 'Non Negotiables' for Marking and Presentation

Children will be expected from year two upwards to:

- Use Cursive joined handwriting (Working towards this from Reception and year 1 starting with unjoined cursive)
- Write the date on the left hand side and underline with a ruler (English Long date, Maths and other subjects short date)
- Respond to marking
- Stick work in neatly
- Miss every other line when completing a piece of written work in order to allow for space to edit and improve their writing
- Put one clear line through mistakes
- Use capital letters for all proper nouns e.g. days of the week/months of the year
- Use capital letters and full stops in sentences
- Use correct orientation and correct descender/ascender formation for letters and numbers
- Take pride in presentation

Adults will

- Use cursive joined handwriting for written comments in children's books and when modelling writing on the board
- Identify when children need to correct capital letters for proper nouns
- Identify when children need to correct basic sentence punctuation
- Insist on children using a ruler for underlining
- Have high expectations of children's presentation
- Support children in Reception and year 1 and those pupils with SEND towards these expectations