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|  | Marking Policy |

Marking is an integral part of assessment which supports all aspects of teaching and learning across the curriculum and is most effective when the principles are consistent and carried out with clear reference to learning objectives.

Effective marking for pupils:

* Provides positive reinforcement
* Provides regular well-focused diagnostic comments which help pupils to see how to improve
* Provides feedback for pupils and is seen to have a purpose
* Should be easily understood by pupils
* Lets pupils know how they are progressing in relation to their targets and learning objectives.

Effective marking for teachers:

* Enables the teacher to monitor individual knowledge and understanding and group progress
* Creates opportunities for discussion
* Aids assessment of progress (in line with Rising Stars)
* Provides a clear basis for future planning and learning (AFL)
* Teaching assistants and supply teachers will initial after marking to indicate they have marked a specific piece of work.

Agreed practice for marking at Henry Chichele Primary School:

All staff will give a positive verbal or written comment before a next step.

KS2 children will demonstrate their understanding in all subjects by peer assessment, self-assessment or a comment on the WALT.

Marking may be done in a consistent colour pen that contrasts with the children’s writing, except for red.

Children will be given time to read and respond to marking by either initialling, commenting or completing next steps (age appropriate).

Foundation Stage

* verbal feedback on each focused activity
* written feedback recorded in books or on work, linked to targets (I can, can I)
* when working with an adult, work is marked with the child
* learning objectives are referred to where necessary

**Key Stage 1**

* adult focused / independent work – as in YR
* learning objective written on work where necessary
* learning objectives are referred to on work where necessary
* specific targets given when appropriate
* verbal feedback given with reference to learning objective

Key Stage 2

* learning objective recorded on work where necessaryby children
* written feedback on work given with reference to learning objective
* specific targets given when appropriate
* peer and self-assessment
* discussion with the child
* children involved in setting targets

Marking conventions to be used according to a child’s age and ability:

Foundation Stage

|  |  |
| --- | --- |
| **vf** | Verbal feedback |
| **pf** | Pupil feedback |
| **I** | Independent work |
| **S** | Support given |

**Key Stage 1**

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_ | solid line under a word – mis-spelt word corrected for you |
| \_ \_ \_ \_ \_ \_ \_ | dotted line under a word with sp in margin – check this spelling yourself |
|  | circle with a p in the margin – check punctuation: capital letters and/or full stops |
| ˄ | read sentence again and add missing/good word or phrase |
| ⚫ | Maths - check this calculation |
| ✓ | correct answer |
| ✓✓ | an excellent choice of vocabulary or other fantastic example of what is being looked for. |
| **vf** | Verbal feedback |
| **I** | Independent work |
| **S** | Support given |
| http://www.freeclipartnow.com/d/40631-1/stairs.jpg  **Highlighted in green** | Next steps |
| Words that need improving will be highlighted in green. | |

Key Stage 2

|  |  |
| --- | --- |
| \_\_\_\_\_ | Circle with a sp in the margin, solid line under the word– mis-spelt word corrected for you |
| \_ \_ \_ | Circle with a sp in the margin, dotted line under the word – check this spelling yourself |
|  | Circle with a p in the margin – check punctuation: capital letters and/or full stops |
|  | Circle with a O in the margin - read sentence again and add missing word or phrase marked by ˄ |
| ⚫ | Maths - check this calculation |
| ✓ | correct answer |
| ✓✓ | An excellent choice of vocabulary or other fantastic example of what is being looked for. |
|  | Circle with a vf - Verbal feedback |
|  | Circle with a G in the margin – check sentence is grammatically correct. |
| \_\_\_\_\_\_\_\_\_\_ | Circle with a V in the margin, solid line under the word – word up levelled for you |
| - - - - - - | Circle with a V in the margin, dotted line under the word – uplevel this word yourself |
|  | Support given |