



ALL SAINTS UPTON CE PRIMARY SCHOOL
MARKING POLICY

Adopted September 2013

**Review biannually at Autumn Standards and Quality
Committee Meeting**

2016 Signed..... chair/vice-chair

2018 Signed..... chair/vice-chair

2020 Signed..... chair/vice-chair



All Saints Upton C.E. Primary School Marking Policy

New Policy presented to the Full Governing Body at the October 2013 meeting. Policy agreed and adopted by the Full Governing Body with no amendments.

Whole School Marking Policy

We believe marking should provide constructive feed back to every child, focusing on success and improvement against learning objectives, success criteria and agreed targets. Marking should help children to become reflective and independent learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across each stage within our school, that informs and influences our planning and which enhances children's learning.

Aims:

Effective marking should:

- Give feedback to children, inform them of their achievements and the next steps in their learning
- Relate to learning objectives, success criteria and targets for each lesson
- Give children specific praise for the success of their work, showing it is valued
- Give children clear strategies on how they can improve their work
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Show consistent codes and procedures throughout the school
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their children's work.

Basic marking:

Discuss pupil dialogue

Pen colour

Targets

Length

Language

Code (see attached sheet).....

Marking improvement prompts:

- Reminder prompt: linked to success criteria and L.O. e.g, Say more about..... Explain this for me....

- Scaffolded prompt: A sentence given by teacher with missing words or an open ended question e.g, Could you try and make the ending more interesting? Describe the...
- Example prompt: giving two or more alternatives or asking the child for an idea of their own.

For children in Foundation and Y1:

Feedback can be done by teacher or LSA with an individual child or with a group of children looking at a piece of work, identifying together successes and areas for improvement. Much of this will be done orally; the children will be taught to explain why a piece of work is good. “This is good because... “ “It would be even better if.....“ Improvements made to one child’s work by a group of children should be adult scribed and “peer marked” written alongside, with a symbol written on the other children’s work to show they have taken part in the assessment and feedback process.

Basic Self assessment:

KS1 children should indicate whether they feel they have achieved the L.O. and success criteria by smiley face system or placing their work in a green, yellow or red tray to indicate how confident they felt about their completed work. Other ideas that enable self-assessment are welcomed but they do need to be continuous.

Parent Involvement:

Once every half term, teachers will send home English and Maths work books. This will be accompanied by a proforma for parents to complete and return. Specific books will be sent out every 16th day (16th day books) – these books will include all the work the pupil has completed on that day and will model to the parents the marking policy in action.

Marking in Topic lessons:

The Learning Objective and date must be written or stuck in for each piece of work. Marking in topic lessons should follow the same format as above.

All teachers to follow marking guidelines throughout school. Blue pen denotes structured feedback. Green pen praises work of a high or improving standard. Pupil pen denotes pupil feedback/dialogue to ascertain an evaluative summary. In KS2 all pupil dialogue will be written in purple pen so that is easier to distinguish from the teacher’s comments. In KS1 the colour of pupil dialogue is red. Other methods to generate feedback from a pupil should also be employed as some children will find it hard to read and write their thoughts.