



MARKING POLICY



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SCOPE

Our whole school policy for marking relates to the ethos of the school, and the aims and objectives we seek to achieve in all curriculum areas.

This policy is to be read in conjunction with the Assessment for Learning policy.

Each child's development requires our understanding of their needs, personalities and growth within a happy, caring community. To ensure this ongoing development, and that each child realises their full potential, all marking must be positive, clear and appropriate in its purpose, productive in its outcomes and child-centered.

We see the marking of all work throughout the curriculum as an expression of the child's own achievement as well as a method of guidance and highlighting teaching points and targets.

Progression in the marking system is sought as each child moves through the key stages.

Both effort and achievement will be recognised within the marking policy and throughout this document will be referred to as personal achievement.

PURPOSE

- To adopt a positive approach.
- To be constructive in all comments.
- To ensure that all marking is clear and understood by pupils, teachers and parents.
- To adopt a consistent approach to marking throughout the school.
- Where relevant, to include the child in the marking process.
- To ensure that marking becomes an integral part of the learning process.
- To take every opportunity to encourage and praise the child.
- Where appropriate, marking should include written target setting or evidence of target achieved.

GUIDELINES

- Green ink/pencil should be used for marking.
- Appropriate stamps or stickers may be used to indicate personal achievement.
- Housepoints should be given in recognition of effort made or to reward appropriate behavior.
- In exceptional circumstances, a special Head Teacher's commendation may be awarded.
- Appropriate comments including targets should be written at the end of the child's work.

MARKING SCHEME

EARLY YEARS FOUNDATION STAGE

All teachers to use a green pen to write comments

Children are to receive constructive, verbal feedback, as they cannot read well enough for written comments to be useful. This feedback is to be written onto the work with (VF) next to it.

If a sticker has been awarded for the work a * should be drawn next to the teacher's feedback as a record.

The feedback should consist of praise followed by a target for next time.

Feedback should, where possible, be given as the work is completed to make it more meaningful.

KEYSTAGE 1

All teachers to use a green pen or pencil

Marking should follow KS1 guidelines (see attached)

Children should receive constructive written feedback through: Stars and wishes (what went well and what to work on next time)

Marking should be in line with lesson objectives

Peer and self-assessment (marking) should be used when appropriate; often orally but sometimes written

Time should be planned into follow up lessons so that children read and respond to marking

Teachers should endeavour to assess and give feedback as soon as possible; often verbally during the lesson and then written comments to follow

Teachers will use the code (VF) when giving a child verbal feedback

KEYSTAGE 2

All teachers to use a green pen or pencil

Marking should follow KS2 guidelines (see attached)

Children should receive constructive written feedback through: what went well (www) and even better if (ebi)

Marking should be in line with lesson objectives

Peer and self-assessment (marking) should be used when appropriate

Time should be planned into follow up lessons so that children read and respond to marking

Teachers should endeavour to assess and give feedback (mark) as soon as possible

Teachers will use the code (VF) when giving a child verbal feedback.

Name of policy Marking Policy	Policy reviewed/amended date September 2021 (V1)
Original policy date December 2020	Current version V2
Date of new review September 2022	