

Marking Policy

Welsh House Farm Community School and Resource Base



“Inspired to grow and flourish”

Approved by:

Governors

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July 2024

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Marking Policy

We believe that a common consistent marking policy is fundamental for every child's learning. Marking is an essential part of the learning process and as such is an important assessment tool in formulating personalised learning, so that all pupils understand how they are doing, what they are doing well and what they need to do next to make progress.

Aims of the school

- To give **constructive feedback** that will enable the child to close the gap in learning.
- **To empower the child** to realise his/her own learning needs and to have control over future targets – encouraging independent self-assessment.
- **To track progress** diagnostically, informing the child and teacher on successes, weaknesses and providing clear strategies for improvement.
- To link into curricular targets and success criteria, ensuring pupils motivation and involvement in progress, raising achievement and keeping teachers informed about individual needs.
- **To celebrate** all aspects of achievement, and raising self-esteem.
- **To inform** all stakeholders of the level of achievement, progress and expectations.

Implementation

- **All Work** must be marked before the next piece of work is started. If marking is to be meaningful, it can't be done retrospectively.
- Pupil 'reflection time' must be carried out regularly to allow pupils to reflect, read and respond to comments made.
- Pupils will need to respond to targets given either by practise, editing, extending or correcting marked work.
- **Foundation Stage:** In Foundation Stage, children are given instant feedback during focussed activities, group activities and 1:1 supported activities. The practitioner also discusses next steps for the child to progress further. If written work is completed children are given instant feedback and often supported to complete a gap task to move learning forward. Practitioners will record an observation of the child's progress during the task
- Where possible, in **FS, KS1 and with SEN pupils**, work will be marked with the child present and individual oral feedback given.
- Pupils will be encouraged to reflect on their work as appropriate, with adult guidance where necessary and with encouragement to gain independence as they mature.
- Targets and comments will be written in appropriate child speak, according to the child's age and ability, reflecting upon the learning objective.
- Short term Supply teachers will be expected to mark all work suitably and sign. Long term Supply teachers will be expected to follow policy and procedures.

- Staff marking should remain professional and positive at all times, phrases such as ‘you did not listen to....’ or ‘these are wrong because....’ do not belong in pupil’s books.

Marking Strategies

Teachers will:

- Ensure that the learning intentions are clear and understood by the children.
- Match and evaluate work against distinct success criteria, which is clearly shared with children (There will be occasions when children will devise their own success criteria. In this case they are taking greater ownership of their learning and can judge their progress against it.)- Success criteria will always be shared at the beginning of a lesson.
- Regularly provide ‘Next Step’ tasks to address misconceptions, extend learning and provide opportunities for more critical thinking.
- Encourage pupil self-evaluation: children will be trained to evaluate their own achievements against learning objectives and success criteria.
- Pupils should be trained to respond to learning objectives and success criteria in their self-evaluation and not make general comments such as “My handwriting is very neat.” Or “I really tried hard today.”
- Peers, when appropriate, will mark each other’s work.

Marking Codes, Colours and Symbols

In English, Mathematics, Science & Topic

- ***We do not use ticks or crosses***
- Successes will be highlighted in green (‘got it green’ phase to be used)
- Improvements highlighted in pink (‘think pink’ phase to be used). When using think pink, highlight aspects that you want pupils to either, correct, reflect on or help them get to the ‘next step’
- Use the same highlighter colour in your marking at the end of the piece of work. The ‘think pink’ can then inform pupils of next steps.

Adults are highlighting in reference to the learning objective/success criteria- and marking should relate to the purpose of the lesson/task.

Learning objectives are not to be highlighted as the green and pink highlighting of pupils work will clearly show what they did well and what they need to improve further.

In All Subjects

- All Adult marking will be written in Green pen.
- Pupils will complete ‘next step’ tasks and respond to marking using ‘purple polishing pens’.
- If oral feedback has been given – **D** (for discussed) is written.
- If a child self-evaluates or marks work it should be evidence by the use of their ‘purple polishing pen’

- **S** for support
- All work is to be initialled by the adult marking work.

Marking as part of the formative assessment process

- Personalised learning needs to be reflected in both comments and targets.
- Individual tutorials/small group discussions need to take place on a regular basis so that pupils know their personal targets and next step to improve. How pupils/staff record this is at their discretion.