



ST. JAMES' CE FIRST SCHOOL

# MARKING POLICY

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**St. James' CE First School**

## **Marking and Verbal Feedback Policy**

**We are all God's family,  
And we will try our best,  
To live and love and learn with others,  
As Jesus taught us.**

### **Article 29**

***Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.***

***St. James' is a Rights Respecting School and will ensure no child or adult, regardless of gender, race, religion, ability or disability will be discriminated against.***

### **Introduction;**

We believe in creating an ethos and environment in which children can enjoy learning, and reflect, improve and grow in confidence. Assessment for Learning (AFL) is fundamental to learning and is a powerful way of raising pupil's achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Marking of children's work is an important part of the process of teaching and learning in school and is part of the assessment process. Marking demonstrates a respect for the work produced, gives feedback and indicates the ways in which the individual child can improve and highlights strengths. Marking will also encourage the child to look at errors in a positive manner. This is in line with the school's positive approach to self-assessment.

This policy belongs with the set of policies on Assessment, Record Keeping and Reporting. It also takes into account the school's policy on Equal Opportunities. This policy has whole school agreement and stakeholders were consulted when developing this policy.

## **Aims and purposes;**

- To provide a consistency of approach in marking throughout the school so that it may best meet the needs of the various audiences and purposes it serves
- Marking indicates teacher satisfaction and expectations (positive reinforcement)
- To point out precisely what was good and what needs to improve next time
- To provide an opportunity to assess children's work and progress
- To provide a means of communication between teacher and child, a two-way process
- Marking is an effective way of keeping the child focused on agreed targets and encourages self-assessment and self-correction
- Marking demonstrates the value and respect due to children's efforts
- Marking provides an indication to parents about their child's progress

## **The principles underlying practice;**

To mark selectively focussing on the purpose of the work and the identified success criteria relating to the level and ability of the child.

To mark strategically alerting the reader to work that is marked in greater depth.

To highlight areas of strength and areas of improvement.

To involve children in marking; to mark with the child whenever possible and work towards a level of self and peer assessment by the children themselves.

## **Marking for Improvement- Marking the page of work**

WALT objective will be stuck in or written at the top of the working page in any writing books

WALT highlighted/ underlined pink or green according to overall achievement of the task

    - an example of where the learning objective has been met will be highlighted/  
underlined with pink (Tickled Pink)

    - an example of where the learning objective has not been met or areas that  
could be improved are highlighted/ circled with green (Growing Green)  
further evidence/ work is needed to achieve the objective

MA- should be added if the child has 'mostly achieved' the objective

WT- should be added if the child is 'working towards' the objective

Any necessary comments which should be added to SPTO should be written into the box also e.g. resources used

∞ Marks the page where the child should have another go or carry out the improvements. T/TA wish to clarify understanding of a certain objective, require further evidence in order to say an objective is achieved.

C Challenge, now try this...

VF Demarcates where verbal feedback has been given by an adult or peer

✓✓ Next to any corrections or improvements made

sp in margin for key spelling mistakes e.g. common exception words

### **Level of support**

In order to determine the level of support a child has had to complete the task a simple code will be added to the bottom of the page:

T teacher guided

TA teaching assistant guided

P child worked with a partner

I child worked independently

Where a teacher or TA has offered specific support they will make brief notes on the bottom of the child's work.

Where a child has used a specific resource to help them achieve the objective this will be noted on the bottom of the children's work.

### **Monitoring and responsibilities;**

Individual teachers, TAs who are marking and supply teachers will mark within the guidelines of this policy.

The subject leader and Headteacher will be responsible for monitoring the policy and practices, ensuring consistency and accuracy. This will be achieved through regular scrutiny of work and planning.

All teachers will receive feedback on marking from subject leaders using the whole school format. This will identify areas of strength and areas for improvement.

*This policy will be reviewed in line with new AFL strategies following information from the in-school pilot, LA and National initiatives.*

**Agreed and Adopted by St. James' Governing Body.**

**Written by: Jo Hudson (Feb 2017)**

**Next Review Date Feb 2018**