



Key Principles

We recognise marking as an essential part of teaching and learning, and that the most effective way of marking for all pupils is through developing dialogue.

Responding to pupils' work through constructive comment acknowledges achievement as well as promoting positive attitudes and behaviour towards their learning and thereby supports our constant aim of achieving the highest standards for all our pupils.

Our feedback and marking policy is based on the principles that:

- Children have the right to be given feedback on their achievements and to be given advice for their future learning.
- Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning.
- Regular marking keeps the teacher well informed about individual needs and abilities within the class and helps to raise standards.
- Quality feedback and the subsequent actions taken visibly show the learning and progress taking place over time.

Teaching and Learning

This policy reflects and reinforces the aims that marking will assist learning by motivating, highlighting and target setting. Thus, reinforcing what the children have learnt and identifying the next steps. The agreed guidelines for this process are:

- Each piece of work will not always be marked in detail, but it will be commented upon, therefore the pupil will have some form of feedback on progress towards targets.
- Teachers will comment on any major examples of pupil misunderstanding and provide appropriate correction strategies.
- There will be times when it is appropriate for a T.A. to annotate work in Foundation Stage.
- Work will be marked as quickly as possible, i.e. same day or next day.
- Blue biro pen is used to mark and care is always taken to preserve the integrity of pupils' work.
- Work must be marked by the teacher in a neat style appropriate to the age of the child.
- The writing of comments must be clear and appropriate to the needs of the pupil.
- Marking will include verbal and written feedback.
- Marking can sometimes be done in the classroom with the child or a group.



- Self-marking is appropriate for some tasks e.g. Mental Maths test
- Teachers' marking should always be underneath the completed work and not at the side or in the margin.
- Responding to teachers' comments is a skill and children will be taught how to reflect on these and respond to them using a range of group and individual strategies as they progress through school.

Feedback

The dialogue created through effective marking is a key element in motivating and directing learning within a school. Effective dialogue is only achieved when all those involved have a clear understanding of the structure of the communication and its purpose.

Conditions for effective feedback	How they can be fulfilled
Children understand what they are learning	<ul style="list-style-type: none"> • Children are given the learning intention at the point of which it will affect their performance not to know. • Children are involved in constructing success criteria, using them to know what should or could be included in their work and are able to use them to evaluate progress. • Children understand the ingredients of excellence having seen more than one model.
Children are given opportunities to compare their own performance with the goal.	<ul style="list-style-type: none"> • Children can articulate to peers and teachers their understanding of the task and how well it relates to the objective. • Pit stops (mini plenaries) enable children to analyse random examples for successes even better ifs and opportunities to magpie other ideas. • Teacher interaction in lessons enables pupils to focus in on how they are doing.
Children are given opportunities to edit and improve their work.	<ul style="list-style-type: none"> • Feedback given by the teacher prompts children to edit and improve. <p><u>Review and improvement should be constant:</u></p> <ul style="list-style-type: none"> • Children have opportunities to cooperatively improve work • Children have opportunities to self improve work.



Expectations:
Marking Symbols

	Meaning of symbol	Teacher guidance
T	Support has been given by the teacher	Written underneath the completed piece of work
TA	Support has been given by the Teaching Assistant	Written underneath the completed piece of work
VF	Verbal feedback has been given by a teacher or teaching assistant	Written underneath the completed piece of work
PT	Pit Stop	Written in the margin when a mini plenary has taken place
^	Omission	Written where the word has been missed out.
Sp	Spelling error	Written above the word and the child writes the word correctly 3 times at the end of the work. These should be words that you would expect the child to spell, dependent upon their age and ability. (Maximum of 3)
√√		Something the children have done well that links directly to the Success Criteria. One example only, the child comments at the end of the piece of work.
	Mistake in the work	The children draw the symbol at the end of the piece of work and make the improvement (s) (Maximum of 3)
	General comment about the work	A general comment about the content of the work or the level of effort made by the child.



	Improvement	An improvement the children could make to further their learning.
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Review of Policy

This policy will be reviewed regularly by all staff. Any alterations that come from this review will be discussed with all of the teaching staff.

Reviewed March 2015

TO BE REVIEWED March 2016