



Manor Primary School Policy Document

Marking Policy

Written / Review	March 2017
Approved by Governors	N/A
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‘Our vision is to create a school community where children grow into happy, confident and responsible individuals, who work hard together to achieve their full potential.’

Rationale

Research shows that effective feedback to children is one of the most important factors in learning and progress. Manor Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking and verbal feedback indicate that pupils' learning is valued. They help to diagnose areas for development or next steps, and enable teachers to evaluate how well learning has been understood.

Marking should create a dialogue with the learner, through which feedback can be exchanged and questions asked, with the learner actively involved in the process.

Aims

- To provide consistency and continuity in marking throughout the school so that children have a clear understanding of how to make progress and a shared appreciation of high expectations.
- To use the marking system as a tool for formative, on-going assessment and improve standards by encouraging children to do their best and improve.
- To develop children's self-esteem through praise and by valuing their achievements.
- To create a dialogue which supports and encourages progression.

Guidelines for Marking

- Marking will be completed with the child or guided group when the work is in progress or otherwise soon after the lesson.
- Marking will be done in blue pen using neat, legible handwriting which provides a model for the child.
- Marking will be at the child's level of comprehension and will at all times remain positive, motivating and constructive.
- Work will be marked as appropriate using a positive comment (indicated by a star) and a development point (indicated by an arrow). The development point should require the child to make an immediate improvement to their work or signpost ways to improve in the next piece(s) and will focus on either the learning objective *or* the child's own individual target, as appropriate in order to support rapid progress most effectively. *These comments may be written in very few words and without elaborate or conversational detail – e.g:*

 *Great use of adverbs*

 *Rewrite the sentence shown * with better use of adjectives.*

OR

 *You challenged yourself with some difficult problems*

 *Show your working out – I will be monitoring this.*

- It is not expected that all marking will be done in depth, but in general marking will provide evidence of a ‘trail’ through children’s books where the impact of feedback is clearly evident in the progress they make. Where feedback has been given verbally, it may be useful to very briefly record this in the book at the appropriate point.
- Children will self-assess *either* by using a smiley/straight/sad face next to the ‘Can I’, or by making a self-assessment comment at the end of their work. Teachers should regularly respond to these comments.
- The following codes will be used in the margin next to the date: IL (independent learning), AS (adult support), GW (guided work) or PW (paired work).
- Spellings will be altered next to the word at the discretion of the teacher – normally this will be high frequency words or words specifically given in a word bank, and should not exceed more than 3-4 corrections in any one piece of work. Children should be asked to write out these words at the end of the piece of work, given the opportunity to practise and learn them, and their success in this monitored in subsequent work.
- Children will be awarded House Points as appropriate for learning skills, including effort, perseverance, embracing a challenge, learning from mistakes, collaborating well with a partner or team etc.
- Teachers will plan time in lessons for children to review their work and respond to marking comments. All formative marking must be responded to by the child.

Outcomes of Marking Policy

- There is consistency across the school with all books marked according to the guidelines within this policy.
- Children of all ages and abilities know and understand the systems for marking.
- Children enter into a dialogue with the teacher, using systems for self-assessment according to age / ability and responding to comments appropriately.
- Marking has a clear and measurable impact on children’s learning and progress and is judged to be highly effective by those carrying out work scrutiny.

Evaluation

- Regular work scrutiny and lesson observations will take place within planning teams and by members of SLT, taking account of the standard of marking and feedback.
- Reports will be made to Governors via the Headteacher’s Report and in liaison with Lead Governors.