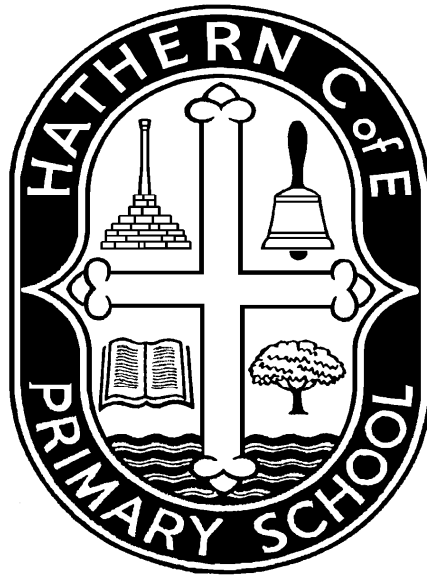


# Hathern Church of England Primary School



## Marking Policy

At Hathern Church of England Primary School, we believe in  
**‘Learning and Caring Together’**

# Marking Policy

## **Section 1: Policy Intention:**

This policy is intended to ensure consistency across the school in terms of Marking practice. Marking should enhance learning through:

- Allowing the teacher to assess pupil progress and identify strengths and 'next steps'
- Drawing a pupil's attention to what they need to do to improve
- Providing feedback on what they have done so far
- Indicating that work is valued
- Enabling a two-way dialogue between teacher and pupil

## **Section 2: Agreed Procedures:**

A variety of approaches are taken to marking pupils work including,

- self-marking against agreed criteria
- peer marking against agreed criteria
- marking 'at the point of working'
- marking against agreed criteria

Marking can be a recognition of work done. Such marking can be identified by the use of a tick or the 'I have seen your work' stamp. This type of 'acknowledgement marking' allows the teacher to direct their time and consideration to undertaking developmental marking (DM) as well as recognising the occurrence of peer/self marking.

Our school marking practices are based upon Developmental Marking (DM); such marking should:

- ✓ advise pupils of how to 'close the gap' to meet the learning objective of the lesson
- ✓ involve a variety of prompts to give the pupils examples of how improvements can be made, what these improvements might look like or how they might read. Prompts can be either scaffold, reminders, questions or examples
- ✓ be informative and constructive and can be written or verbal. Critical remarks should always be accompanied by advice on how to improve
- ✓ always be against set criteria and should inform pupils of their successes against the learning objectives of a lesson

Our Agreed Marking Code is to be found in Appendix 1. All teaching and support staff should make use of the code selecting appropriately in accordance with Key Stage expectations.

The Marking Code should be displayed prominently in the classroom.

A minimum of three pieces of high quality DM should be undertaken per week with at least one Numeracy and one Literacy being included.

In FS and KS1 DM most frequently takes the form of oral feedback and instruction while work is in progress. This is marked in books as VF (Verbal Feedback).

Marking can be used to inform a pupil's individual targets. The work should be annotated with the 'T' symbol with an arrow pointing towards it.

Marking should always be done in a pen colour different to the pupil's script.

If the work is set by a Supply Teacher that same practitioner should mark the work and annotate it with a 'ST' and a signature. If for any reason a Supply Teacher sets the work but fails to mark it the Class Teacher should annotate the work with 'ST'; a Class Teacher is not expected to mark the work of a Supply Teacher.

Teaching Support staff should make use of the Marking Code and the codes 'VF', 'I' and 'H' used as appropriate along with a signature.

Homework can be marked in a variety of ways; it can be 'peer marked', it can be self-marked, it can be DM or it can be initialled and stamped in recognition of its completion.

### **Rewards:**

To reward effort and progress we use:

- written praise
- verbal praise
- stickers
- house-points
- public praise (in class, displayed on the 'Golden Wall', in Achievement Assemblies, in the 'Well Done Book' through displays)

### **Sanctions:**

To improve work that is carelessly done, the following sanctions may be used:

- repeating a piece of work – or the appropriate section of it
- finishing off work in the pupil's own time e.g. break time (pupils must be supervised)
- an audience with the Head Teacher
- parental involvement

### **Section 3: Is this working?**

#### **Questions to ask:**

- Does work scrutiny suggest that teachers are applying the Marking Policy and Agreed Marking Code?
- How clear are the pupils about the Marking Code symbols and their purposes?
- Have the pupils taken on board corrections and attempted to rectify their mistakes?
- Are pupils given time to respond to the marking and rectify their mistakes?
- Have comments made led to progress in a pupil's work?

### **Section 4: The Long-Term Plan**

The long-term aim is that effective marking will have a positive impact upon progress and attainment throughout the school enabling our pupils to become successful and engaged learners.

*We aim to provide 'consistency of approach' to enable pupils to 'close the gap' in their learning through the use of focused and relevant marking.*

### **Section 5: Self-Assessment**

Pupils are provided with the opportunity to self-assess against agreed criteria (WILF statements or 'I Can' statements); these self-assessments will be used by teachers to determine 'next steps' for teaching and learning.

The 'traffic light' system of self-assessment is used; the pupils are encouraged to be honest and evaluative assessors.

Pupils are also taught to self-assess their written work 'at the point of working' using agreed 'proof-reading' strategies – reading a written script forwards to check for 'sense of meaning' and backwards to check 'spellings'.

*x-ref. Assessment, Reporting and Recording Policy*

### **Section 6: Cross Curricular Links**

The Marking Code and agreed practices are not subject-specific; they are generic and therefore should be widespread throughout the curriculum; the same principles apply in say Science as they do in History or Literacy.

### **Section 7: Inclusion**

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement; to promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

All marking, including DM, will take into consideration the abilities and aptitudes of each pupil so that all are able to benefit from appropriate feedback that will inform their future work.

*x-ref. Inclusion Policies (Single Equality Plan, Anti-Bullying, Multicultural Education)*




**SEN:** Marking and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will have disabilities.



*x-ref. SEN Policy and SEN Code of Practice*




**Gifted and Talented:** For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. Marking will need to reflect the higher work expectations and the needs of the individual learner, but should still adhere to our Marking Code and expectations of DM.

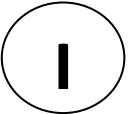



*x-ref. Gifted and Talented Policy*

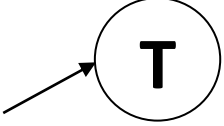


## Whole School Marking Code

Reflecting against the WILF/WALT or Learning Objective	
	Objective met
	Objective partly met
	Objective not met

Marking written work	
	Correct
<b>X</b>	Incorrect
	Word spelt incorrectly
<b>^</b>	Missing word or letter or punctuation
<b>?</b>	I do not understand this
<b>//</b>	New paragraph

Monitoring effort levels	
	I am pleased with your effort
	This is not your best; you can do better
	I am disappointed with your effort

General marking and feedback	
	Independent work
	Help given
	Verbal feedback
	Work done with supply teacher
	I have seen your work, thank you

Target setting	
	Target given
	Target achieved
	Two stars and a wish

