

Name of Policy: Marking	Version/Last Review Date: September 2024 (V6)
Statutory documents linked to policy:	Previous review date: July 2013 (V1) July 2016 (V2) September 2018 (V3) November 2022 (V4) September 2023 (V5)
Other Policies linked to this policy:	Next Review Date: September 2027 (V7)
Governor Committee Responsible	Curriculum & Research

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self-belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

This document is a statement of the aims, principles and strategies for marking pupils' work at WNA.

What is Marking?

Marking is the way in which we, as teachers, respond to pupils' work. It may be verbal feedback i.e. ongoing monitoring of completion of class work through ticks, symbols, stamps etc. or FORMAL i.e. detailed marking of particular tasks, activities and assignments using comments, written or verbal.

There is also the marking of formal tests for summative assessment, set by the Government and other outside agencies e.g. End of Key Stage tests in which work is assessed against imposed criteria and does not involve the pupil.

Aims of Marking

- Marking has an impact, it is an immediate response which encourages improvement
- Before the task is set, both teacher and pupil should know the purpose and expectation of the work
- stated clearly in a child speak "I am learning that..." with differentiated success criteria
- All work undertaken in class will be checked and/or commented on, written or verbally
- There will be consistency of marking methods and standards throughout the school (see strategies for marking and marking symbols)
- Pupils will, whenever possible, be involved in the marking process
- Where appropriate, when formally marking a piece of work, new realistic targets should be identified and set, linked to APP, and then monitored at a later date
- Self-correcting opportunities are given where possible
- There is a whole school approach to the marking of spelling, punctuation and grammatical errors. (See Appendices 1 and 2).

Principles

Marking is important in order to:

- Raise the pupil's standard of achievement
- Praise and encourage the child
- Provide a next step for learning
- Provide an opportunity for dialogue between pupils and adult about achievement with time for a response by the child
- Diagnose needs and indicate further support
- Assess the work either formatively or summatively

Marking is undertaken for:

- The individual pupil
- To provide information for the teacher
- Other teachers

- Parents
- Other outside agencies i.e. educational psychologists and moderators.

Strategies for Marking and Feedback

- Marking may be undertaken by the class teacher, teaching assistant, other teachers or student teachers and sometimes by the pupils
- Feedback should be constructive and helpful, and positive
- Time will be provided in the lesson to respond to the teacher's feedback with pens for editing
- In KS1 – A 'wish' which sets an achievable target that the child can work towards
- In KS2 - a comment written or target to provide a dialogue with the child
- Written comment stating the length of time the work has taken (if needed)
- Verbal or written statement indicating how the child could improve
- In extreme cases, where the child is distressed, the page may be removed or covered up at the teacher's discretion and always in consultation with the child
- Marking will incorporate the following symbols – I = independent learning, WH= with adult help
- Informal marking will take the form of ticks to show that the work has been checked after each session, whereas more formal marking will involve comments and feedback, either in the written form or verbally.

KS1 – written comments, a star and a wish should be given in literacy and maths once per week.

KS2– Marking and objectives are linked and formal marking is completed once a week.

Verbal Feedback

Feedback should be constructive and helpful, and in most cases, positive. However, where work is well below the standards for that child, this may be communicated to the child as follows:

- Dialogue between teacher and child
- In KS1 – A 'wish' which sets an achievable target that the child can work towards
- In KS2 – A comment written or target to provide dialogue with the child
- Written comment stating the length of time the work has taken
- Verbal or written statement indicating how the child could improve
- In extreme cases, where the child is distressed, the page may be removed or covered up at the teacher's discretion and always in consultation with the child











Appendix 1 Marking Symbols

Write correct word above incorrect word.

In EYFS and Year 1, if sentences do not make any sense then they may be re-written by staff as they are told the correct version by the child whose work they are marking. . an error that could easily be put right

WH = With help

VF = Verbal Feedback

-  - Use a dictionary
-  - Incorrect tense
-  - New paragraph
-  - Missing punctuation
-  - Missing word
-  - Words are in the wrong order
-  - Please check (this does not make sense)
-  - Incorrect answer (not more than 5 in a row)
-  - Correct answer / also used with a correction
-  - An error that could easily be put right in Maths

N.B.

- Words incorrectly spelt will be underlined and corrected in the margin (number and type of words chosen will depend on the ability of the child).
- Marks such as "d/t" will be shown in the margin and incorrect words underlined.
- Where missing punctuation has been indicated the children are expected to self-correct where appropriate: otherwise the correct punctuation will also be inserted to show what should have been done.

NS :



CL



Sp

spelling



new paragraph



missing punctuation



missing word



incorrect answer (not more than 5 in a row)