



Marking Policy

*Welcoming and serving all
Through
Discovery, enjoyment and nurture*

Reviewed annually
Last review: Sept 2018

Introduction

Miserden C.E. Primary school offers a spiritual and moral basis for the development of human wholeness and a sure foundation for personal and social values based on the person and ministry of Christ. As a community of faith, Miserden C.E. Primary School should, reflects the nature of the Trinity, a life shared and defined by reference to others. Here we can begin to discover who we are, why we are, and – perhaps most importantly – what we might be.

In our school our Christian vision shapes all we do –

*Welcoming and serving all
Through
Discovery, enjoyment and nurture*

The school welcomes and serves all in its community. We work to mirror the body of Christ believing that everyone brings gifts and talents that enrich our life together. We treat one another with generosity, compassion, respect, forgiveness and friendship inspired by the parable of the Good Samaritan. We strive to ensure the children of our school receive the very best education possible believing that an excellent standard of Education is an expression of God's love for us.

We therefore aim to provide all pupils with positive experiences through a planned and coherent curriculum that is founded upon our Christian values and this policy draws on the Christian values of **courage, perseverance and respect**. These will be linked to core British values and essential to this will be the pupils' opportunity for meaningful interactions with teachers, other adults, and other pupils. We strive to ensure that every child reaches his/her potential. To do this we use marking strategies that are fair, purposeful and demonstrate high but achievable expectations. Pupils' achievement and attainment is communicated to them through oral discussion, written comments and display of their work. Whenever possible, work is marked through dialogue with the child.

What is the purpose of the policy?

The purpose of this policy is to make explicit how teachers mark children's work and provide valuable feedback to move learning on. All members of staff are expected to be familiar with the policy and to apply it consistently.

Why do we need a marking policy?

It is important to provide constructive feedback to children so that they are able to improve their work and achieve personal success against clear learning objectives and success criteria. This enables children to become reflective learners and helps them close the gap between what they can currently do and what we would like them to be able to do. It also enables teachers to use assessment from marking to inform their future planning so lessons and activities are effectively targeted to children's needs.

Purpose

- To assist and give challenge to prompt further learning through constructive feedback
- To provide information for assessment and to inform planning
- To encourage, motivate, support and promote positive attitudes to learning
- To correct errors, clear up misunderstandings and promote higher standards
- To recognise achievement, presentation and effort to show that pupils' work is highly valued

Principles

At Miserden C of E Primary School marking should:

Be constructive and related to the needs of the individual.

Be related to specific criteria/learning objectives or targets which the pupil should know in advance and are working towards.

Follow consistent and agreed whole school practice. Whilst understanding that marking needs to reflect the age/stage of pupils so that it is meaningful.

Teachers also need to ensure:

Pupils know how well they are doing and what they need to improve to make further progress, giving clear strategies.

Time is given for the children to read, reflect and respond to marking.

Pupils are involved in the process, whether written or oral, across all subjects.

Pupils are trained to self-assess their own work and that of a peer.

Feedback is given, following the agreed practice below:

Teacher marking in KS1

Using the shared success criteria for the lesson or pupils' targets, teachers will use a 'Green' highlighter or coloured pencil to draw attention to the

positive aspects of the pupils' work. (Green for great!) A Pink highlighter or pencil will be used to draw attention to the 'wishes' or areas for correction. (Pink to think!)

Comments will be written in pink or green pen accordingly and children will edit their work in purple pen.

Marking symbols

T – talked about together.

S – teacher supported work.

Pupils must be given opportunities to improve their work and constructively respond to marking. This is immediately after teacher feedback as necessary.

Teacher marking in KS2

Teachers will give feedback using a comment/next steps.

Using the shared success criteria/learning objective for the lesson teachers will use a 'Green' pen to draw attention to the positive aspects of the pupils' work. (Green to be seen!) A Pink highlighter or pen will be used to draw attention to the 'wishes' or areas for correction. (Pink to think!)

Pupils must be given opportunities to improve their work and constructively respond to marking. Any adjustments made to their work are made in pencil (next to the calculation) in maths and children use a purple pen to correct literacy errors such as spelling and punctuation. The morning sessions during registration should be used to respond to marking to move children's learning on. A comment is made during the lesson if the work has been assisted by a TA or teacher 'TA/Teacher support'

Pupil Marking

At Miserden School we believe that pupils should be encouraged to self-evaluate and be actively involved in setting their own next steps to promote real understanding of the next steps and good progress. Therefore, teachers must ensure that opportunities are regularly given for pupils to self-mark their own work against clear success criteria and/or the work of their peers.

In **Foundation Stage** and in **KS1** pupil involvement is a smiley face by the Learning Objective. Pupils colour pink for unsure and green for confident. As pupils gain confidence in self marking and evaluating their own work through KS1 into KS2, they will carry out peer marking activities

Self-reflection will be further developed in **KS2** by using 'traffic lights' coloured in either green (I understand and feel confident) Amber

(I feel unsure and would like more help) Red (I do not understand at all). This allows teachers to make a quick assessment of how the pupil feels about their learning and offer either further challenge or support depending upon their needs. Children will also be encouraged to comment on their work.

As pupils gain confidence in self-marking and evaluating their own work through KS1 and into KS2, they will begin to carry out peer marking activities.

Peer marking is encouraged to be carried out as a paired activity where possible so that pupils are able to enter into direct dialogue with each other over the intended learning outcome and the next steps involved.

Rewards

These will be in accordance with our behaviour policy and will be in the form of house points and Golden Footstep certificates.

Codes to use when marking pupils' work in KS1

T – Talked about feedback

S – Supported work

Codes to use when marking pupils' work in KS2

// New paragraph

 Missing words`

SP Wrong spelling (which/witch)

TA Teaching Assistant

V

Verbal feedback



For good example/work

This policy was written in consultation with Staff.

Reviewed annually