



Marking Policy

Signed:

Chair: R. Patrick

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Principles:

Marking and feedback should:

- Relate to the subject's crucial knowledge.
- Give strategies and support for improvement.
- Give recognition and appropriate praise for achievement and effort.
- Inform future planning.
- Allow specific time for children to read, reflect and respond to marking.
- Respond to individual learning needs, marking with the child where possible.
- To enable the child to improve their learning.
- Be accessible to the child.
- Be manageable for teachers.

Strategies:

Wherever possible, children should self-mark or the work should be marked as a class or in groups. However, the teacher must review the marking to ensure it is accurate and to allow for appropriate planning for the next lesson.

When providing oral feedback, teachers' comments should focus on recapping, embedding, or applying the crucial knowledge.

Marking:



- Marking and feedback should focus primarily on the crucial knowledge.
- In Early Years, and beyond if required, crucial knowledge such as letter formation and reversals must be addressed. Other marking elements will be introduced when appropriate for the child.
- In Early Years and KS1, teacher's handwriting must follow the Little Wandle style.
- In KS2 teacher's handwriting may be joined and must always demonstrate good letter formation
- All marking comments must be clear and model the standard expected from the children (see Presentation Guide).
- Where children are writing the date, the day and month, errors must be corrected.
- The marking emphasis must be on developing the child's learning.
- In English and Maths teachers will mark in detail two or three times per week setting a Fix It or a CKT (Crucial knowledge Task) to be completed by the child at the start of the following lesson, before new work is begun.
- "Fix Its" indicate where a correction is required
- CKT will either recap, consolidate or extend pupils understanding as required (Previously Active up, down or maintain).
- These CKT and "Fix Its" will always be marked by the class teacher and revisited with the pupil if required.
- Marking in Foundation subjects should follow the same principles as the Core subjects, with a minimum of two CKTs being set per unit of work.
- Marking should also celebrate achievement and effort.
- Errors in the fundamentals of language and number must be addressed in all subjects. In particular; reversals of letters or numbers, fingers spaces, capital letters, full stops and number bonds.
- Teachers should use their discretion to prioritise the spellings selected for correction and practise. Spelling errors should be underlined if they require correcting.
- Independent writing must not be scaffolded by the teacher's marking if it is to be used for assessment purposes.
- Not all pieces of work will be marked in detail. All pieces should however be marked with a tick or a dot.
- If teachers require support, they are encouraged to ask a member of the SLT.

Organisation:

- Where possible, marking should take place during the lesson. Teachers/support staff will model and explain answers to the groups/whole class and pupils will mark their work using a different coloured pen/pencil to the one they have worked in.
- Teachers must plan appropriately so that adequate time is allocated to allow pupils to respond to the marking comments, CKTs and "Fix Its". For the marking to be formative, the children will need time to act on the feedback - this should be completed before the pupil starts their next piece of work.
- Wherever class discussion takes place, feedback should be given orally. It might also be necessary to make notes to inform future planning.
- Marking completed outside the lesson should be accessible to children and manageable for teachers.

Marking colours and symbols:

Teacher's marking -- in green pen	Tick – correct Dot – incorrect	Green highlighter – good example of CK	Pink highlighter – Fix it	Orange highlighter– excellent example of CK	S – this work was supported by an adult
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capital letters	Spelling	finger spaces	phonics	new paragraph needed	omission