

Model Primary School Marking Policy

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. This feedback should be constructive, focusing on the successes and improvements to be made against the learning objectives. A marking policy helps to promote consistent standards of marking and common methods from one teacher to another. This should help children to become reflective learners and to close the gap between current and desired performance.

Aims

Feed back should:

- Give children clear strategies on how they can improve their learning.
- Encourage dialogue between children and adults regarding progress, success and areas to target
- Relate to Learning Objectives (WALT), Remember to...(Success Criteria) and/or targets taught during the lesson.
- Give children recognition and appropriate praise for the success of their work
- Encourage children, by demonstrating the value of their learning.
- Be accessible to children
- Use consistent codes throughout the school (All teachers' marking to be done in green ink.)
- Provide a tool for teacher assessment – diagnostic, formative or summative
- Help the teacher to evaluate teaching and inform future planning

Purposes of feedback

For children

1. To raise attainment and help each individual reach their full potential.
2. Provides a personal response.
3. Acknowledges achievements.
4. Encourages children to reflect upon their efforts to persevere and strive for excellence.
5. Allows children to interact with the adult giving feedback.
6. Teaches children that feedback on areas to develop or targets is a normal, positive step in learning new skills.
7. Teaches children that feedback on their work is an essential element of the learning process designed to support positively and **not to criticise destructively**.
8. To practise the skills taught and to correct/improve their learning.

For teachers

1. Demonstrates children's knowledge and skills achieved.
2. Indicates where revision or repetition is needed.
3. Indicates the next step for learning.

4. Sets the context in which the work was undertaken e.g. "you have worked well with your partner".
5. Helps determine groups for learning.
6. Provides a sense of achievement
7. Will help inform future planning.

For parents and other audiences

Books are sent home for parents to discuss with their children on a half termly basis and parents are asked to record their responses on a given sheet. This gives parents increased awareness of how their child is performing in class.

1. Indicates points for individual development and progress.
2. Shows what the school values in children's work.
3. Demonstrates Model Primary School's expectations.
4. Shows how the teacher has worked with and acknowledged the efforts of their child.

Spelling

Feedback for intelligibility:

In Key Stage 1/FS or in a small number of cases in Key Stage 2, teachers may need to correct spellings to make work intelligible for audiences other than the child.

Feedback for improvement

When feeding back for improvement a small amount of spellings should be identified for the child to practise. These should be either:

- appropriately challenging for the child or
- frequent words that should be known

These should be identified and time put aside for practice or correcting.

A small number of other spelling errors may be corrected by the teacher within the text but these should be limited in number so as not to inhibit the child in future.

Marking Code

The marking code should be used to reflect on the success criteria and learning objective. It should be accessible to the children. The code should be frequently discussed with children and explained or defined to parents so it is not misinterpreted.

I Independent learning/no support by an adult

S Supported by an adult

OF Oral Feedback to child – with a word/phrase/or Verbal feedback stamp

Comments for improvement

- 'Well done. You are learning to...'
- 'I'm really pleased you tried that. Look what you achieved.'
- 'I like the way you...'
- 'Don't give up.'
- 'What are you most proud of?'
- 'How are you more successful than before?'
- 'Good learner' instead of clever
- 'Be brave'
- 'Have a go – have another go'
- Now try these

