



## Policy status

Title:	<b>Marking – striving for excellence</b>		
Status:	<b>Approved</b>		
Owner:	<b>Head Teacher</b>		
Nominated governor:	<b>Teaching and Learning Committee</b>		
Release date:	<b>02/09/15</b>	Valid until:	<b>September 2017</b>
Head teacher (signature if required):		Date:	
Chair of governing body (signature if required):		Date:	

### Marking

#### Key principles of our policy

- The main purpose of marking is to improve learning.
- Feedback is often most effective when it is given during the lesson rather than at the end, allowing children the opportunity to improve their work.
- Where written feedback is given it should say what has been done well and tell the children what they need to do to improve their work. Written feedback is only useful where it can be followed up and is likely to have a positive impact.
- For any written feedback to have an impact children need to be able to read it and understand it. This means that **in class R and 1 feedback will usually be oral**. The class teacher keeps assessments of adult led activities.
- Peer support helps children improve their work but pupils need to be taught how to offer useful advice.
- Children should be involved in their own learning and should be encouraged to improve their own work

These principles are based on research by The Sutton Trust that shows that the most effective way of improving outcomes is through a continual process of review and improvement.

These principles see a move away from simply focussing on secretarial features towards striving for excellence in all areas. Good secretarial are non – negotiable and children are expected to use them at all times. Peer support will be taught; children need to learn how to work co-operatively and how to critique a piece of work together .It is not simply a case of swapping books .( Ref: Austen’s Butterflies <https://www.youtube.com/watch?v=PZo2PIhnmNY>)

What will you see in children's books?

- In maths pupils will use a traffic light approach to self -assessment ( e.g. green for yes , I understood, amber for I'm not confident and red for a request for more input)
- In other subjects, where children have assessed their own work or that of their peers, they will write SA or PA ( self- assessed or peer assessed ) so that it is clear who has had an impact.
- Teachers will tick the learning objective in green if it has been achieved and may also comment in green on what has been done well. Next steps to secure improvement will be indicated in pink.
- Teachers may comment on the pupils learning skills (eg well done, you learnt from your mistake, you used resources well etc.)
- In guided maths, guided reading and at other times teachers will give pupils time to respond to their marking and to correct or improve any work as indicated.
- If a teacher/TA works with a group/individuals and supports their work, the book will be stamped as assisted work. Teaching assistants working with individuals or small groups will feedback to teachers about the child's progress .
- If a teacher has given on the spot feedback it will be recorded as verbal feedback ( VF)
- At KS2, children will be expected to correct spellings and poor punctuation as a matter of routine.

The application of this policy will be monitored by the Head Teacher.