



Broomhaugh C of E First School

Marking Policy

Rationale

At Broomhaugh C of E First School we believe that marking is about responding appropriately to children's work. Evidence of our response to children's work can be found recorded in books and on display, but since children's work is often practical a great deal of verbal praise will be given. We will use our judgement as professionals in a constructive way when working with all children to take their learning forward.

Aims

- To provide opportunities to give praise and encouragement and show we value their work and celebrate successes
- To motivate children to want to produce their best and make progress
- To help children recognize what they do well
- To foster a culture whereby it is all right to make mistakes, but then to learn from them and move forward in their learning.
- To involve the pupils in the assessment of their own work and encourage constructive and motivating dialogue between each other and their teachers
- To inform staff on a child's performance and progress and therefore enable staff to feedback to parents
- To provide a record of pupils progress and achievements and inform future teaching and target setting

Principles for Teaching and Learning

Good marking will :

- Be a positive process helping to take pupils' learning forward whilst raising self-esteem
- Provide prompt and regular feedback to pupils about their work
- Provide feedback (oral and written) that will help children focus on future learning targets: Be clearly relating to the aims of the lesson
- Be meaningful for the individual child
- Be positive and constructive, with appropriate praise given
- Encourage a dialogue between teacher and child.



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Marking Guidelines

It will not always be necessary to write on a child's work to mark it. Dialogue with an individual or to a group or class may be appropriate.

The teacher will not mark all work for assessment purposes.

Work may be:

- Dated and ticked
- Annotated by the teacher
- Self assessed
- Peer assessed
- Be used by the teacher to praise a particular milestone
- A means of celebrating achievement, indicated by stickers, smiley faces etc.

Marking must take into account a child's age, experience and ability, and whenever possible should be done with the child present.

The quality of a piece of work should be judged on it's content as well as its correctness.

Care must be taken not to destroy a piece of work by 'over-marking'. However, work presented at a much lower standard than a child is capable of should not be accepted.

It is not necessary, or constructive, to correct every single error, but providing some correct examples can be useful models for a child to follow.

Spelling errors of key words can be underlined with a small line, and the child given time to correct at the end of the work. Professional judgement should be used as to when and how much to correct.

Examples of emergent writing should be praised and shown to be valued. Correct models of the child's oral translation can be written at the bottom of the page.



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Pupils should be encouraged to check, self correct, edit or redraft their work either individually or with peers.

Pupils should be helped and encouraged to identify when they have achieved a learning objective and begin to identify their future learning targets with the support of a teacher.

Marking should be relevant to the subject eg at times a tick in maths will suffice

Marking Code

In our marking we use the system of :

- **pink to think**
- **green for great**

In **writing** a **pink line** or highlight indicates where a pupil needs to edit or correct their work. This will mainly relate to the objectives for the lesson, however it is also appropriate to note other errors.

Green line or highlight will show the pupil where they have achieved the objectives and other successes.

Pink boxes in all subjects will require from the pupil a response eg answering a written question or replying to a comment made.

In **maths** ticks in green are used for correct work, pink dot or line will indicate a correction is needed.

Verbal Feedback will be indicated on work by VF stampers

Self assessment will be carried out using the smiley face stamps on which the children can indicate their feeling about their work.

Peer Assessment will be carried out where appropriate, with clear age appropriate criteria stated.

If a child has worked with **adult support** this will be indicated with the letter **S**



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Next steps will be indicated with a pink arrow.

Assessment Indications will be used in the Learning Objective stickers at the top of the page

1 tick means entering /exposed to

2 ticks mean developing

3 ticks mean secure

Parental Involvement

The school aims to promote understanding of the marking policy through promoting parental involvement in their children's learning. We acknowledge that many parents may be unsure about how we mark children's work and we will be proactive in explaining the main aims behind our policy.

Equal Opportunities

Care must be taken with written and oral comments to ensure that there is no significant infringement of the school's Equal Opportunities Policy, particularly with regard to gender, race or religion of a pupil.

New/Supply Staff

New staff should be given a copy of the school's policy for reference. Supply staff will have the main points made available to them in our handbook for supply teachers.

Date Reviewed: September 2016

Next Reviewed: September 2017