



Cranmere Primary School
Marking Policy

Reviewed September 2014

Next review - September 2015 Committee - Learning and Achievement

AIM

Quality marking at Cranmere which emphasises progress and achievement rather than failure, shows children how to improve and is manageable.

Introduction

We strongly believe that marking is only of value if comments are read and responded to. As a result it is our firm belief that giving children time to respond should be a planned activity that is part of our daily routines.

At Cranmere we recognise the importance of verbal feedback and value it highly. This happens continually and is an essential part of the child's education. For the purpose of this particular policy, the focus is written marking. However when marking is done verbally the adult responsible should indicate that it has been done so on the child's work. We have verbal feedback stamps throughout the school.

Why do we mark work?

How children perceive themselves and their ability is central to the success of the learning environment. Unless we pay attention to the factors that increase or decrease children's self esteem and motivation, we are often working fruitlessly. Marking is one factor. Why do we mark?

- To motivate, boost self esteem, inspire, acknowledge effort/perseverance.
- To assess progress and previous knowledge.
- To find out whether they really know what has been taught.
- Do they only know the 'bits' or can they apply what's been taught in context?
- To identify need for next step to be taught and hence set targets
- To encourage the child to reflect/self evaluate their work.

- To show children that their work is valued.

When do we mark?

Immediately wherever feasible, or as soon as possible after the task. Marking must be kept up to date for written feedback to be worthwhile and effective. It is our belief that marking is most effective if it is done with the child.

Who Marks?

In most circumstances the class teacher or HLTA who has led the lesson is responsible for marking the child's work. When a TA is working with a group or individual it will be their responsibility of the to mark this work produced. TAs will follow the marking policy. Parents will not mark work. At times the children will be expected to use self and peer evaluation to analyse their work. This could happen in many different ways, including marking their own work, marking with a response partner or marking work as a group.

Supply teachers will be expected to mark all work they cover with a class while at Cranmere and will be asked to initial their marking.

Target setting

The regular marking of work will form an integral part of the setting of individual targets for the children. We expect targets to be changed as the children achieve them. In KS1 this process is more likely to be teacher led, but as the children move up the school we expect them to be responsible for alerting teachers to the fact that targets have been achieved.

Marking across the curriculum

In some subjects such as PE and music and more practical areas across the curriculum, marking may take a different form and written comments may not be suitable, applicable or possible. Work is still monitored regularly however and feedback given verbally.

Stickers, stamps and rewards

We value highly the impact and joy stickers can bring and we use them at Cranmere as part of our positive feedback. However they should be used to enhance marking and not used alone to replace marking.

Monitoring

Marking will be monitored regularly by the HT and DHT in the form of book collection and during teaching observations. Subject leaders may also carry out marking scrutiny.

What we want our marking to look like

Marking which is effective highlights achievements more than failures and is manageable. It must also be related to the learning that the children have been focusing upon. All work in the core subjects should have a WALT (What are we learning today?) and a WILF (What am I looking for?) Our marking should relate to these. When the children have successfully addressed the WILF in their work then it should be

highlighted with a green highlighter pen. This will immediately inform the children where they have achieved the lesson's objective. Not every success or area for improvement needs to be highlighted.

Where a child has not met the objective of the lesson, missed an opportunity to use a newly taught skill or simply made an error, a pink highlighter pen should be used. As an additional focus, basic punctuation errors and transposition of numbers should also be highlighted with a pink pen.

For each lesson, where appropriate, each teacher should have a focus group. Depending upon the situation, this work will be marked in more detail and should include a comment, however it maybe more appropriate to give written feedback to a group that has not received extensive verbal feedback. Any written comment should again address the learning objective or the children's targets and try to suggest a way that the work could be improved or how to tackle the next step. Teachers marking will often consist of a question directed at the child concerning the work they have finished. We would expect the child to respond to this question during marking response time.

We have adopted a marking code to be applied in each key stage. This can be found in Appendices 1 and 2.

As described above, we believe that marking is only effective if children are given the time to examine it and question why it has been highlighted. Therefore children should be given time to examine their marked work and respond, as a planned part of each week's teaching, for example, Feedback Friday.

In the Foundation Stage work should be initialled by the adult who has looked at it and a notation made to indicate if the work was done independently (I) or with support (S).

Self assessment

We believe that asking children to assess their own progress over the course of a lesson is a very useful diagnostic tool. Therefore, where appropriate, the children will assess the work they have produced over the course of a lesson. This must again tie into their perceived success in relation to the lesson's learning. This self assessment can happen in many different ways. These may include a different face on the bottom of work, a thumbs up thumbs down at the end of a lesson or children being responsible for placing completed work in the appropriate tray at the end of the lesson.

	Understood learning objective/happy with the work.
	Feel ok but I found the work a little tricky.



Need more practice as I found the task difficult.