



King David Primary School

Faith, Academic Excellence, Community & Equality

Marking Policy

Purpose

This policy acts as a guide for marking and feedback at King David Primary School with the aim of ensuring continuity and high expectations to move learning forward.

Philosophy

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. Providing feedback is well-evidenced and has a high impact on learning outcomes.

Aims

We believe marking should be meaningful, manageable and motivating. This belief is underpinned by research which proves that effective feedback is an integral part of the learning process. We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear picture of how far they have come in their learning, and what the next steps are;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment and inform individual tracking of progress;
- provide the ongoing assessment that should inform future lesson-planning;
- provide an indication to parents about their child's progress.

Marking and Feedback Expectations and Guidance

- The marking key (appendix 1) will be used and displayed in the classroom.
- Both teachers and teaching assistants are expected to mark work from activities they have taught and/or supported.
- The process of marking and offering feedback should be a positive one, With pride of place given to recognition of the efforts made by the child.
- The marking policy should always be in accordance with the lesson objective and the child's own personal learning targets.

- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Comments should be appropriate to the age and ability of the child.
- Comments will focus on only one or two key areas of improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the children in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Written comments should be neat, legible and written in green pen.
- Pupils should self-mark neatly using a purple pen.
- Whenever possible, marking and feedback should include the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Marking will be done before the next lesson in that subject is taught.
- The marking system should be constructive and formative (see code below)

Two ticks- achieved the learning objective

One tick- working towards the learning objective

Dot- not met/understood the learning objective

VF- verbal feedback given to the child

A- worked with an adult

Tick- correct

Dot- incorrect

Moving on task - once a week, a moving on task will be set in Writing, Maths and Reading. A marking code will be used (the number 1, 2 or 3 will appear in the child's book), the codes will then be displayed with the corresponding instruction on the board and explained by the teacher. These codes will be saved as part of planning documentation to inform future planning.

The role of the Senior Management Team

Phase leaders will support year group colleagues in identifying key lessons for assessment. They will also support newly qualified teachers and teachers new to the school through making these procedures known to them.

Monitoring

Marking will be monitored through discussion and work scrutiny. The Senior Management Team will monitor the application of this policy through the general monitoring programme.

Review

This policy is the responsibility of the Assessment Lead and will be reviewed every three years.