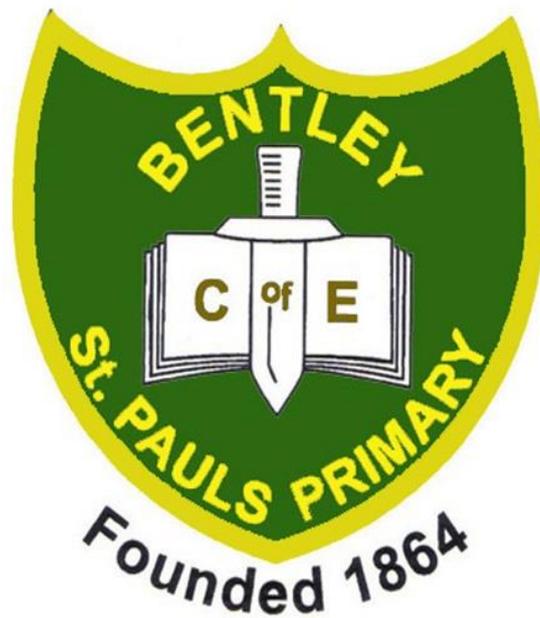


BENTLEY ST PAUL'S C OF E PRIMARY SCHOOL

MARKING POLICY



'Growing together in faith, love and trust, we will succeed.'

Date of Policy: September 2017

Date of Review: September 2019

Marking Policy

Introduction

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback at Bentley St Paul's.

Please read this policy in conjunction with our other policies:

- Teaching and learning
- SEND

Rationale

Bentley St Paul's is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood.

Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

Research shows that marking is an important factor in pupil learning, so this policy is crucial for Bentley St Paul's. In order to strive for our goals of every child achieving outstanding progress, we should acknowledge the part marking plays in this process and aim to follow this policy in our learning environments.

Marking should show all members of the school community including parents the progress a learner has made and clear areas of development for the learner to make continued progress in all areas.

At Bentley St Paul's, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations. This should be the same regardless of Year, so the children feel continuity and consistency throughout the school.
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression and is ongoing throughout all outcomes.

Principles for Effective Marking

Effective marking at Bentley St Paul's should:

- Be manageable for staff through the use of pre printed stickers. In addition this provides consistency for the learner.
- Be positive, motivating and constructive for learners.
- Be at the child's level of comprehension
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular. Independent writing will be marked weekly, Literacy and Maths should be marked regularly in order to help learners to progress in the next lesson.
- Foundation subjects through topic work should be marked and marking stickers used regularly to inform children of progress and possible next steps.
- There should be a specific time for the children to read, reflect and respond to marking. All classrooms will allocate a 'Fix it' time - guidance of 15-20 minutes per week in addition to the start of the lesson where children have time to reflect on marking. In 'Fix it' time learners will use their 'correction pen' (red) to respond to marking. This creates a dialogue between learner and teacher.
- Involve all adults working with children in the classroom in the use of marking policy.
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Where verbal feedback is given, it should be clear to the learner and acknowledged in the learners work using the relevant symbol (VF)
- Provide information for the teacher on the success of the teaching and learning
- Be consistently followed by teachers and TAs across the school.
- Positively affect the child's progress and self esteem.

Strategies for Effective Marking

Verbal Feedback

Where verbal feedback is given, learners should be encouraged to stick in a speech bubble near the work, in order for them to describe and reflect on feedback given. This creates a dialogue between learner and teacher and enables the learner to use this feedback again.

Peer and self marking

Learners should have opportunity to peer/self mark, using an agreed success criteria list. Learners should be encouraged to look for certain features rather than an overall picture of learning – this enables both learners to reflect on successes or areas for development.

Stickers

- Independent writing books

2 stars and a tree should be used to mark independent books. Learners should be clear on 2 success criteria they have achieved and 1 (tree) area they need to develop. It may be appropriate to give learners examples of how they could achieve their tree.

Stickers (it is not intended that stickers are used for every piece however they should be used regularly. They are intended to make marking more manageable for staff and to be constructive and consistent for learners)

- Literacy / Foundation / Topic books

When marking these books, stickers to be used regularly with 1 star and 1 tree, this will enable marking to be clear for learners and aid progression.

- Maths

In Maths books, learners should regularly have a sticker 'Now try'. This will enable teachers to extend learning, give children a worked example to then try and to ensure learners are secure in the mathematical area before moving on.

Symbols and Marking Pens

Symbols should be shared with the children.

Crosses should not be used, rather a dot.

Some spellings should be corrected or the symbol 'sp' used so learners can develop strategies to correct their own spellings.

Marking should be in 2 colours that the learners are aware of, one for positive links to success criteria and one for areas for development.

Children should use their 'correction pen' which is a red pen provided to respond to marking.

Standards of Presentation

Learners should be rewarded for high levels of presentation and guidelines for this should be shared regularly with learners. Learners should be clear on how to present work and marking should make reference to children who follow this guidance.

Where a learner does not have high expectations of presentation, the teacher should aim to put in place strategies for the learner to improve on this.

Monitoring

Marking and Feedback will be monitored termly by the Senior Leadership Team in various ways:

- Headteacher's tea party will look at individual books regularly
- Subject leader book scrutiny
- Key stage meeting discussions
- Deputy Head and Headteacher drop ins.

Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.