

Woodhall School Marking Policy

Marking Policy

1 Rationale for marking

1.1 At Woodhall School we believe that marking has three functions. It is a powerful, manageable and useful ongoing diagnostic record of achievement, a very effective medium for providing feedback and feed forward to children about their progress and an opportunity for children to take responsibility for their own learning.

2 Aims and objectives of marking are

2.1 to provide clear feedback to children about strengths and weaknesses in their work.

2.2 to recognise, encourage and reward children's effort and progress

2.3 enable teachers to focus on those areas of learning where groups and individual children need specific help

2.4 to help parents understand strengths and weaknesses in children's work

2.5 to provide a record of children's progress

2.6 to form the basis of a discussion between teacher and child

2.7 to help pupils develop the skills of an independent learner;

2.8 to enable children to reflect on the quality of their work and to demonstrate through their response that they understand what they need to do to improve. (**red** pen/pencil)

3 Marking expectations

3.1 All work will be marked within one week of completion

3.2 Work will be marked in **green** pen.

3.3 In depth marking (successes and improvements) for each child should be obvious in Literacy and Mathematics at least once each week.

3.4 Comments on children's work will relate to planned learning objectives, and success criteria, recognise children's achievements, and indicate next steps in children's learning

3.5 Teachers will indicate where children have achieved their Literacy and Numeracy targets.

3.6 Comments will be legible and clear in meaning

3.7 Teachers will use the code system to indicate areas where success has occurred and highlight one area where improvements could be made

3.8 The system of codes we use at Woodhall School are**double ticks** to indicate success and**circle**to indicate an area to improve

3.9 When possible children should be given time to read and feel proud of their successful sections and time to improve areas as directed. This could be by pairs of children working together orally or children simply writing their new words or word at the end of their work.

3.10 Where a piece of work has been discussed with the child this will be indicated by (VF) and initialled by the person giving verbal feedback. Where verbal feedback is given (KS1 and Foundation Stage) a note of the main point/s for use by adult as an aide memoir may be appropriate.

3.11 Any work marked by an adult other than the class teacher, i.e. class TA, should be initialled by that adult.