



Marking (Feedback, response and action) Policy

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Our School Policies should be understood as part of the overall strategy of the School, and put into practice within the context of our Vision, Aims and Values as a Church of England School, with a particular focus on the promotion of equality.

Rationale

This policy is a vehicle for effective assessment dialogue and the understanding and effective development of the Mastery Curriculum. It will raise the attainment, understanding and self-esteem of pupils and it will ensure that personalised learning takes place.

Marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance. We wish to ensure that all children have their learning marked in a way which will improve their learning, establish effective assessment dialogue, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. This policy is not designed to be a 'straight-jacket' approach, rather guidelines for all staff to ensure marking is timely, relevant and manageable.

Purposes

Marking and feedback should:

1. Be manageable for teachers
2. Be regular and frequent; verbal when appropriate
3. Relate to learning outcomes, which need to be shared with the children
4. Give children opportunities to become aware of and reflect on their learning needs
5. Give recognition and praise for achievement
6. Give clear strategies for improvement
7. Be accessible to children and allow specific time for children to read, reflect and respond
8. Inform future planning and individual target setting
9. Build on the previous year group's expectations
10. Be seen by children as positive in improving their learning
11. Give children regular opportunities, as appropriate to the age group, to self-assess and peer assess across the curriculum

Guidelines

- Current good practice in Assessment for Learning will continue: from clear and focused learning intentions with success criteria to learning comments from children at the end of the session. (The latter involving both self- and peer-marking. Peer marking being introduced from Y2).
- Learning will be marked in BLUE ink to show '*met the outcomes*' / *good* / *correct* and PINK to show '*next steps*' / *incorrect answers* / *questions to respond to*.

- 'Ticks' for correct answers and 'dots' for checking / wrong answers.
- At KS1 or 2, if children work with a teacher or TA then they / Teacher / TA write 'T' or 'TA'
- Marking by supply must be marked with 'Supply' or the initials of Supply teacher
- Learning comments are part of effective 'assessment dialogue' and will enable children to reflect and show understanding / level of challenge.
- Children need to 'respond' to feedback given / trying an example set .
- Termly (3 times a year): a learning reflection sheet is completed.
- From Year 2, children peer mark on occasions as appropriate.
- Where verbal feedback has been given, 'VF' is marked, OR the impact is clearly evident. All work must be at least acknowledged.
- Teachers have the flexibility to develop further criteria as is appropriate to their class.