

Marking Policy

The school's vision statement is taken from Matthew 22 verse 39,

“Love Your Neighbour as yourself.”

Dinting School aims to create a happy, secure, stimulating and challenging learning environment, in which each child can develop to their full potential. Dinting School aims to create a family atmosphere in which Christian care is offered to all members of the school community.

Christian values are built into the ethos and teaching at Dinting School, promoting attitudes of mutual respect and responsibility.

Rationale

Marking is an integral part of assessment. We aim to provide a system of marking that is consistent and continuous across each stage of our school. Marking will inform planning, be diagnostic and enhance children's learning by offering guidance on how they can make progress in their work. Marking allows for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others. We aim to mark positively wherever possible to enhance self-esteem and confidence.

Effective Marking should:

- Give feedback to children and their parents to inform them of their achievements and the next steps in their learning
- Show work is valued
- Inform future planning and learning
- Evaluate and assess children's learning
- Help children to understand the strengths and areas to develop in their work.
- To identify areas of concern and set targets for future work with the child.

Marking Procedures

- Any colour pen can be used so long as it is a contrast to the pupil's writing implement.
- Stamps are used to assist marking. The sun stamp is used to highlight something in the piece of work that was good and met the learning objective. The cloud stamp outlines the next step for the child to move their work to the next level. All comments must be written in a positive and encouraging manner. The star stamp indicates that the teacher/teaching assistant has marked the corrections made by the child. If immediate verbal feedback is given to a child the teacher/teaching assistant will initial the work and write VF next to the work.
- When a response is required from a child to a next step, their response must be marked and initialled by a teacher/teaching assistant.
- As far as possible, marking will be done daily or when a piece of work is completed
- Marked in relation to shared learning objectives and the child's attainment
- Improvement time is available from 8.45-9.55am daily to ensure the child has the opportunity to respond to the comments and next steps, this is optional but should be encouraged by all staff.
- Teachers' writing is to be neat and legible at all times.
- All comments must be very explicit and clear to the child.

- All Spelling mistakes are marked with a line underneath the incorrect word and 'SP' in the margin of Key Stage 2 books. The words that the teacher expects the child to know based on pupil knowledge and age related expectations are then listed beneath the piece of work. Children must write the word out 3 times. A maximum of 5 words are to be written out for any one piece of work.

Children will respond to marking

- Encouraged to evaluate their own work before marking, taking into consideration the shared learning objectives and any previously individually set targets in their books.
- Encouraged to reflect after marking and take the opportunity to correct, practise or investigate a problem. This is responded to by the teacher with a comment or mark and initialled.
- A particularly successful piece of work may be rewarded in a celebration assembly or result in a leaf on our celebration tree.
- If children are unable to read comments from the teacher, they must be verbalised to the child and reflected in teacher modelling during the next lesson.

Quality Marking

- Marking will focus on what the children are learning and trying to improve
- Marking focuses on specific taught items: concepts, skills and knowledge, so that the feedback encourages development of the learning, rather than on application learning objectives.
- Marking is only of value if comments are read and/or responded to.
- Ideally marking should become a part of the developing dialogue resulting in pupil progress, e.g. a pupil writes, the writing is marked away from the pupil and in subsequent work the pupil incorporates suggestions.
- Time will be allocated for children to respond to comments (SIT time- self-improvement Time 8.45.8.55am daily)
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We believe that correcting has its place in marking but only when it contributes to an improvement in pupils' work. Errors need to be pointed out if a pupil is to improve his/her work. Comments can be made verbally or in written form to communicate their message. In the case of Foundation stage and KS1 pupils, feedback needs to be as immediate as possible.

Oral feedback

It is important for all children to have oral feedback from a teacher depending on the task. This dialogue should focus upon successes.

Peer marking

There may be times when a pupil marks their own or a peers' work, such as after a times tables test or spelling test.

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