



Achieve Believe Succeed
'They shall have life, life in all its fullness' (John 10:10)

Marking Policy

Date Ratified	Review Date
February 2020	February 2023

Revision History

Date of Revision	Summary of Changes	Approved	Approved



Rationale

To ensure all pupils have their work marked effectively so that they understand how to improve their learning, provide greater clarity on their current progress against targets and achievement of the learning goal and steps for success set for each lesson in English and Maths.

Aims

- Support pupils in linking achievement to effort rather than ability.
- Have a consistently high standard of presentation and marking across the school that is consistent. Marking clearly identifies the next steps for learning.
- Show that we value the effort being made with a particular piece of work but highlight work that is not of a child's highest standard.

Objectives

When considering our aims we should:

- Mark against evidence of progress towards the "I can ..." learning goal for the lesson and their steps for success.
- Train children to self and peer assess, as this will enable them to become independent learners and understand how to make progress.
- Highlight when children make progress and be specific how they can improve e.g "Great Writing – powerful adjectives"
- Encourage and support further effort (getting a balance between support and challenge)
- Ensure follow on marking by children- response to next steps.
- Symbols/ code used by teachers should match the appropriate marking code (see front covers in relevant books)
- Target sheets should be attached to the back covers of relevant books (English and Maths)

Presentation criteria include:

- DUMTUMS (date, underline, miss a line, title, underline, miss a line, start)
- "I can" Learning goal.
- Letter / number formation
- Spacing
- Punctuation
- Underling with a ruler
- Pride in work and neatness
- Quality of handwriting
- Sharp pencil
- Blue pen – yr4 with pen licence

Support and Monitoring



Effective practice in marking and presentation will be regularly shared in meetings, staff and key stage. Teachers have access to this policy. Marking and presentation will be monitored during lesson observations, learning walks and book scrutiny. Feedback on good practice and areas for development will be given as soon as possible after monitoring.

Foundation / Key Stage 1 and 2 Expectations

Presentation

- Each piece of recorded learning should have a date and the “I can..” learning goal as a title.
- In English, the date should be written in words. In Maths, the date should be written in numbers.
- All questions and answers should be numbered.
- If colours are needed in exercise books, coloured pencils, not felt tips, should be used.
- All exercise books to be labelled

Marking

- The most effective marking shows next steps, and where possible is done with the child.
- Written response should be in a style that is easily read by the child. Verbal feedback may be commonly used and will be recorded as “VF”
- Marking should reflect the achievement of the “I can “ learning goal.
- Teachers should require children to read their comments from marking and respond to next steps prior to, or at the start of the next lesson in that subject.
- Comments should be positive and rewards given where appropriate.
- The teacher should take care when marking and be aware of their own neatness.
- Marking should be completed in black pen.
- Where used, worksheets should be trimmed and stuck into books with glue.
- Teachers / children should record who, if appropriate, has supported them with their work.
- Teachers will use a dotted , pink line under spellings that the children need to correct. These can either be written 3x as part of the next steps or corrected in the work.
- Children will respond to next steps using the “purple pen / pencil of power”