



Marking Policy

Rationale

Marking is an important and necessary form of giving feedback to children on their work. It encourages self assessment and the valuing of work carried out. Marking is an important part of teacher assessment, informing future plans, targets and parental feedback. Effective marking should involve consistency (within each subject and in terms of frequency and standards), clarity (to inform future targets and work) and clarity of communication (between parents, children and teachers). The core purpose of effective marking is to help children to make progress.

Aims

- ❖ To provide informative feedback that will move the children forward in their learning.
- ❖ To promote continuous and focused communication with the children.
- ❖ To encourage high standards of learning.
- ❖ To encourage reflection and review of work.
- ❖ To provide a coherent system of feedback.

Whole School Guidance

- ❖ Marking will be carried out in any colour except red.
- ❖ Comment on specific objectives and points.
- ❖ Marking should be carried out either immediately with the child or before they next use the book.
- ❖ Marking will celebrate success whenever possible in order to raise self esteem and encourage children to reach their full potential.
- ❖ Teachers will use feedback from marking to inform future targets and planning.
- ❖ Good presentation is expected and may be commented upon.
- ❖ Children can be rewarded with house points, stickers and stamps.

Guidance for Early Years

- ❖ WALT and WILF will be told to the children in child friendly language, the use of a puppet may help to support this.
- ❖ The majority of marking will be immediate verbal feedback. This will praise and encourage the children, showing that their work and efforts are valued.
- ❖ When written work is carried out it will be commented on verbally and then a written comment will be put on the piece of work with the child present, reading out what has been written. This will be in the form of a smiley face with "Well done, you have used your sounds to write a letter to Father Christmas", 'Excellent, you have used the words you can see in the classroom to write a shopping list'.

Guidance for KS1

- ❖ WALT and WILF will be explained to the children at the start of the lesson and put on the board. Use a laminated character e.g. WALT dog (see appendix 2) with a speech bubble.

- ❖ When children self mark or mark another child's work this will be cross checked by the teacher.
- ❖ Teachers will comment on the objective when marking children's work e.g. 'Well done, you have used full stops and capital letters in your writing.' 'Excellent, you have used your imagination to draw what you heard in the music.'
- ❖ Most work in Maths will be right or wrong though children's workings can be commented on when necessary.
- ❖ Encourage children to self mark by looking at the WALT WALT/ WILF on the board and commenting with a 😊, indifferent or 😞.

Guidance for KS2

- ❖ WALT and WILF will be written on the board and discussed with the children. Teachers may choose to get children to write it in their books. Teachers will comment on the WALT and WILF in their marking e.g. 'Fantastic, you have structured your writing using paragraphs and included relevant facts.'
- ❖ Teachers to use the Marking Code (see Appendix 1). This will be stuck on the inside cover of workbooks in Years 5 and 6 so children can refer to it. In Years 3 and 4 the children will be introduced to the symbols as necessary and these will be displayed where children can see them.
- ❖ Close reflection and review of the teachers marking is imperative, otherwise it negates the time spent by the teacher and does little to improve learning.
- ❖ When children self mark or mark another child's work this will be cross checked by the teacher.
- ❖ Most work in Maths will be right or wrong though children's workings can be commented on when necessary.
- ❖ Pupil conferencing may be used to allow the children to give their feedback on their work.

Progression and Planning

- ❖ Teachers will ensure that the WALT is in their plans. They will print out WALT stickers using the appropriate format to stick in books.
- ❖ Future plans will be informed by marking.

Resources

- ❖ Sticky labels.
- ❖ WALT format on the computer.

Time Allocation

- ❖ Teachers will mark work in the lesson or before the books are used again. WALT stickers will be made during planning sessions and stuck in before a piece of work is carried out.

Role of Key Stage Co-ordinators

- ❖ Co-ordinators will take in children's workbooks at regular intervals throughout the term to moderate marking.
- ❖ To review the marking process and its effectiveness.

In-Service Training and Professional Development

- ❖ Ensure all staff are familiar with and have a good working knowledge of the Curriculum Guidance for the Foundation Stage, the National Curriculum, the National

Literacy Strategy and the National Numeracy Strategy. This will ensure clear objectives in turn supporting clear marking.

Equal Opportunities

Equality of opportunity is a high priority and reference to the schools Equal Opportunity Policy will provide examples of how this is achieved.

Appendices

Appendix 1 - Marking Code.

Appendix 2 - WALT dog.

This Policy was agreed by staff in May 2006.
It should be reviewed again in May 2007 by Head, Deputy and Key Stage Co-ordinators.

Appendix 1

Marking Code

Mark	Means...
Sp	Spelling - look this word up and practice writing it.
Gr	Grammar.
^	Missing word.
P	Punctuation.
//	New paragraph.
?	Meaning unclear.
*	Missing information.
✓	Correct, well-written, clear.
•	This is not correct.

Appendix 2

