



THE HESSLE FEDERATION OF SCHOOLS

PENSURST PRIMARY SCHOOL

MARKING POLICY

Effective Date: October 2010

Date of minuted approval by the governing body: 6 October 2010

Review Committee: Curriculum and Standards

Review Date: October 2011

Rationale

The policy provides guidance for a consistent approach to be used by all teachers and those staff undertaking intervention activities. Marking and feedback will vary according to the work and the age/stage of the children. Teachers need to model and discuss the purpose of marking so children understand that marking helps them move on. Children need to know 'what a good one looks like' (WAGOLL) and examples should be displayed. Marking and feedback relate to learning objectives and success criteria.

Teachers will:

- Provide feedback as part of the daily interaction with children as they observe learning
- Write comments that identify specific and important achievements
- Ensure children are given time to respond to comments (at all ages)
- Use pen
- Use acknowledgement marking (a tick, a date and a signature)
- In-depth focussed, analytical marking with specific areas identified for praise, improvement and correction
- Use a smiley face relating to the achievement of the learning objective
- Use stickers, symbols for encouragement

Children will be given clear information about:

- Achievement – which may relate to NC levels where appropriate
- Effort
- What their work shows in relation to learning objectives and success criteria
- Areas that need correction
- Areas that need improvement

Foundation Stage and Year 1 – Feedback at this phase is mainly oral but informs teacher's records and future

- Feedback is part of the daily interaction with the children
- Verbal comments should be made directly to children as teachers make observations
- Smiley faces and stickers used to encourage

Year 2

As above but includes highlighted areas (or smiley faces) to show successful features and an 'Imp' showing one area for correction or improvement (3:1 ratio). Self and peer marking can be introduced.

Year 3

Teachers will give children highlighted areas (smiley faces) and one 'Imp' with a comment on *how* to improve. Children can self and peer mark and give clear explanations.

Year 4

Children are expected to respond and make improvements and make sure these improvements are included in subsequent work. Children are encouraged to match work to exemplars and look for similarities and differences.

Year 5 and 6

Teachers will encourage self and peer marking. Teachers may use the interactive whiteboard for whole class learning resulting from 'distance marking'. 'Scaffold prompts' on work should be used to provide support especially with improving writing.