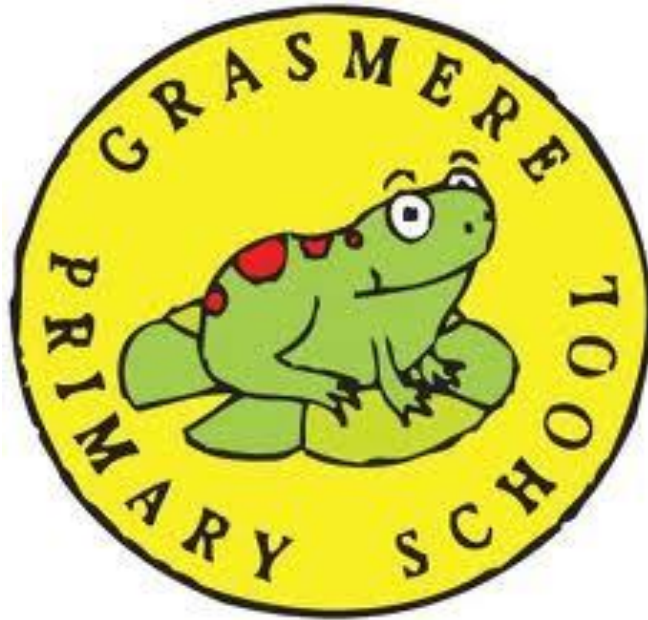


Grasmere Primary School



Marking Policy May 2016

Statement of Aims

- Marking informs teachers in making accurate formative, diagnostic and summative assessments of children's work.
- Marking should provide a learning experience for children through informing them of areas in which they need to improve and should also provide positive reinforcement of their learning through teachers valuing their work.

Best Practice

- Children should be encouraged to check their own work and where appropriate, participate in checking each other's work for meaning, spelling and presentation. Staff need to ensure an ethos of collaborative learning and constructive criticism in which children feel supportive of each other.
- The focus of marking will often be to assess the child's understanding of the learning intention. On other occasions it may be spelling, punctuation, grammar, presentation or letter formation and handwriting.
- The work may be marked by staff with the child present (sample marking in literacy and numeracy groups) so as to provide an immediate feedback or marked independently by teachers.
- Remarks written on children's work should be encouraging and contain constructive comments about ways to improve the work and not negative criticism.
- Children should have indicated to them verbally or in writing what their next steps to moving up/levelling up work should be and how to achieve this (i.e. scaffolding) in order for children to make accelerated progress. These comments must be matched against the Learning Intention.
- Feedback and expectations should be realistic and diagnostic to ensure children are sure how they will be able to achieve criteria set and ensure a feeling of success.
- Pupils should be given time to respond to feedback and make improvements to their work.
- Teachers need to acknowledge whether the LEARNING INTENTION is met or not.
- School marking and feedback stickers are to be used by all staff. These should be at least once a week in writing and mathematics and at the end of units of work informing progress against end of year learning statements.
- Pupils should be given time and evidence responses to marking and feedback using Blue Pens.
- A traffic light system of Green Pen is used for to indicating where Learning Intentions have been achieved and Orange/Red Pen for next steps and ways improve work.
- Marking will indicate successes and one area for development
- Children's self or peer marking should indicate to staff understanding of success criteria and learning intentions and form a vehicle for staff to acquire further understanding of children's areas for development.
- Children should be able to articulate success in relation to targets.
- We value all the stages of writing development and will display first draft writing in Early Years classes. In Nursery and Reception children write on unlined paper and in Key Stage 1 they should experience both unlined and guidelines.
- Exercise books should be graffiti and doodle free.
- Staff should plan time to review pupil progress against Learning Intentions and Success Criteria in order to provide written or oral feedback.
- The school will use exemplars of best practice to articulate what needs to be improved.

Policy agreed May 2016 Review Date May 2017

Signed: _____ *Headteacher*

Signed _____ *Chair of Governors*