

SARISBURY CHURCH OF ENGLAND JUNIOR SCHOOL



MARKING POLICY

September 2018



Working and learning together for success

Rationale

At Sarisbury, we recognise that regular and effective feedback has a significant influence on the learning and progress of pupils. Effective marking and feedback takes time and commitment but is a powerful and valuable tool in helping children to reflect on their learning, make improvements and secure good progress.

At Sarisbury marking and feedback should:

- *be manageable for teachers*
- *relate to planned learning intentions or objectives*
- *give recognition and appropriate praise for their achievements*
- *ensure children understand how to improve their work and are supported, where appropriate, through the use of examples and modelling*
- *respond to the individual needs of the child*
- *allow children specific time to read, reflect and respond to marking*
- *provide opportunities for children to reflect on their learning and how they are progressing towards learning goals and targets.*
- *ensure continuity of practice through the use of a clear marking code*
- *encourage children to raise aspirations in their learning and progress*

Aims

The specific aims of this marking policy are: -

- To encourage children to work to the best of their ability at all times.
- To assess and evaluate pupils' progress, both academic and in relation to their attitude, presentation and application.
- To promote pupils' self esteem and raise aspirations.
- To provide a means for setting targets and future development.
- To promote independence and to enable the children to improve their approach to self evaluation

SJS Marking Code

We believe the advantage of a common code is that children do not have to learn a new system when they change class and can develop confidence in using the code as they move through the school. It also enables the child to edit and improve their own work and to respond to the work of other pupils.

Teachers' comments should be written in **purple** to ensure a clear distinction from the children's writing

Children should make corrections or improvements to their work using a **green** pen

Response Marking

At Sarisbury, we ask children to read, reflect and respond to written comments made by staff about their work. Children respond to written comments by teachers at three levels:

Level 1 – all comments will be initialled by the child to indicate they have read them

Level 2 – children respond immediately to small improvement tasks / corrections highlighted in the comment (this may also include a small extension task to deepen concept)

Level 3 – responses over time i.e. progress evident in relation to the success criteria

General Responsibilities:

The responsibility for monitoring the quality of marking throughout the school lies with the Head, Leadership Team and Curriculum Leaders where appropriate.

Related Documents:

The school's vision and aims statement

Learning and teaching policy

Assessment policy



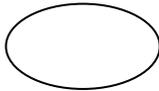
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Sarisbury Church of England Junior School **Marking Code**

// New paragraph needed



Word or phrase missing



Better word needed

SP

Mis-spelled word



Doesn't make sense, not a sentence



I like this, this is correct

S

Work has been supported or modelled together (SEN)

C

Correction needed

T

Target, something to improve next time

I

Piece of work completed independently (SEN)

VF

Verbal feedback given (teacher to initial)



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Additional Guidance

- Teachers should correct, mark and comment in a purple pen
- Children should use a **green coloured pen or pencil** for peer marking and self correcting pieces of work (different from the colour they write in).
- Children can be assigned 'response partners' for editing.
- Success criteria for the activity should be included and used as a basis for feedback.
- Not all pieces of work will need to be marked using the marking code. This is intended mainly for the marking of core subjects and extended pieces of work; it is intended to ensure that feedback through marking has impact on children's learning and progress.
- Marking, where possible, should be done with the children. It is more effective to give support and direct instructions to the child (e.g. through guided writing activities) so that they can make improvements for themselves. Where this is the case, work should be highlighted with '**VF**' (verbal feedback) and initialled.
- To reward good work / effort, 'well done' stickers could be used to accompany the feedback, with merits awarded for good pieces of work and if success criteria / curricular targets are met.
- Excellent work should be shown to the Headteacher – this will be recorded in the achievements book and a text message sent to parents.
- All books should be checked regularly and where appropriate a comment will be recorded e.g.
 - In response to a child's individual target
 - In response to a lesson objective or learning outcome
 - To highlight exceptional work or effort
 - To highlight excellent presentation and care
 - To highlight a marked improvement
 - To express concern that expectations have not been met
 - To set 'next steps' for the child (linked to pupil targets)
- Effective assessment for learning strategies e.g. the traffic light system, can be used by the children to show their teacher how confident they felt about a piece of work:
 - RED** – I didn't understand / couldn't do it
 - AMBER** – I need more practice
 - GREEN** – I have understood this well
- For guidance on the correction and teaching of spelling, refer to the school's spelling policy.