

Sutton Benger C.E. Primary School

Whole School Marking Policy

*Together as one family, we 'strive for faith, love and peace', believe in the values of God and succeed with grace.
(2 Timothy 2:22)*

Marking is a fundamental strand of assessment, and when done effectively, fosters the important dialogue between children and their teachers about their learning. Through the marking of work, teachers aim to give positive reinforcement to the children about their progress, together with encouragement, support and guidance about how to make the next steps in their learning. Effective marking enables a child to make sense of their progress and learning and to be actively involved in this.

At Sutton Benger we believe that marking should be meaningful, motivational and manageable. All children in our school will regularly receive timely, positive and constructive feedback to their work. This will be a mixture of both verbal and written feedback. Children will also have regular opportunities to assess their own work and that of their peers. Marking comments will always relate to how well the child has achieved the learning intention and will be phrased positively, in a way that ensures the child understands. Where appropriate, guidance will be given about how the child can improve further. Marking of English and Maths skills should be evident in learning across the curriculum, not just in the children's English and Maths books.

All marking comments will be done in a colour that stands out from the pupils' work. Stampers and stickers can be used to reward and motivate children, as well as providing feedback.

EYFS and Year 1

- Children will receive verbal feedback after all learning.
- There will also be some evidence of written feedback from staff. This will take the form of a positive comment, related to the learning object, written in child-friendly language. Sometimes the marking will also give the child something to think about further or a correction to do.
- Children will be given the opportunity to look back at their learning and have time to 'fix' something such as correcting a maths calculation, or improving a sentence.
- The process for staff correcting spellings is to underline and write up to three key words at the bottom of the work for the child to practise.

Years 2 and 3

Not every piece of work requires detailed feedback from an adult, however the child's work should be acknowledged every time. When detailed feedback is given, it will take the following format:

- There will be a positive comment which refers specifically to the learning in that lesson and is meaningful for the child. This positive comment may also refer back to a target given in the previous lesson.
- There will be a constructive and meaningful prompt given which encourages the child to think about their learning that lesson or fix a mistake.
- The prompt will be shown with an asterisk * and must give the child something to fix or something to do.
- The process for correcting spellings is to underline and write up to three key words at the bottom of the work for the child to practise.

Marking policy reviewed: April 2019

Next review date: April 2020

- Children should have regular opportunities to respond to the marking. This should be done in purple pen.
- Children should be given time to correct arithmetical mistakes as part of their responding to marking.
- Success criteria grids should be used regularly – at least once during a unit of work and always for the ‘hot’ writing task.

Years 4, 5 and 6

Not every piece of work requires detailed feedback from an adult, however the child’s work should be acknowledged every time. When detailed feedback is given, it will take the following format:

- There will be a positive comment which refers specifically to the learning in that lesson and is meaningful for the child. This positive comment will refer to specific examples of success. This positive comment may also refer back to a target given in the previous lesson.
- There will be a constructive and meaningful prompt given which encourages children to think about their learning that lesson or fix a mistake. It will be shown with an asterisk *.
- The prompt must give the child something to fix or something to do. Therefore it may take the form of a question or ask the child to practise doing something.
- The process for correcting spellings is to underline and write ‘sp’ in the margin for up to three words for the child to correct.
- Children should have regular opportunities to respond to the marking. This should be done in purple pen.
- Children should be given time to correct arithmetical mistakes as part of their responding to marking.
- Success criteria grids should be used regularly – at least once during a unit of work and definitely for the ‘hot’ writing tasks.

Marking Code for all classes

The marking code will be stuck into the front of exercise books to be referred to by adults including class teachers, supply teachers, teaching assistants and external reviewers. All children will be taught what the marking code means and it will be displayed in all classes.

T – work supported by a teacher.

TA – work supported by a teaching assistant.

I – work completed independently.

P – paired/peer supported work.

✓ - good idea/word/correct answer.

✓ ✓ - great idea/vocabulary.

● - incorrect answer.

RTM/R2M – responding to marking time i.e. children correcting answers, editing writing, making improvements, trying challenges or answering the teachers’ questions.