



MARKING POLICY

Ben Rhydding Primary School



Policy document:	Marking Policy
Legislation: education/ other	Statutory document for school
Lead member of staff:	Glen Hartford, Headteacher Peter Timms, Deputy Headteacher
Lead governor:	Andrew Rabbitt
Governor committee:	Full governors
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Aim

To ensure that all children have their work marked, in such a way that is likely to improve their learning, develop their self-confidence, raise their self-esteem and provide opportunities for self-assessment. As a result of this policy there will be greater consistency in the way work is marked across school and children progress in their learning.

Principles

- Marking of children's work will have different purposes and roles at different times. It can involve written and verbal feedback.
- Children should be aware of the marking criteria and understand the marking they receive.*Teachers to display marking and feedback in classroom. – what are we displaying? Symbols or what the highlighters mean?*
- All work will be marked accordingly to the task.
- Marking should be linked to the learning intention, next steps and success criteria.
- Children will be given time to reflect and or act upon the marking and feedback provided.
- Marking procedures and standards should be applied consistently across school.

Guide to Marking at Ben Rhydding Primary School

Marking and feedback can be implemented by all staff in different ways to enhance a child's learning and development. It may be applied throughout a lesson; directed to a whole class, group of children or an individual, or at the end of a task.

The previous next steps of learning will be considered when marking the present piece of work (if applicable). If a child has acted on this feedback, credit should be given to the child either through a comment (E.g. this work has improved because you are now using capital letters correctly in your writing) and double ticking the evidence. If a child has not acted on the previous feedback, this will be addressed by the teacher.

- All marking to be done in black pen
- Verbal feedback will be indicated in the book by **VF** and if required an explanatory note should be added e.g. VF – number orientation.
- If a child has achieved the learning intention it will be highlighted in green.
- All work will be annotated to show whether it has been achieved independently or with support. If work is supported it will clearly state how the work was supported and who by.
- Where appropriate work will be ticked.
- Response to feedback will be double ticked.
- Great work e.g. impressive vocabulary, accurate spellings etc. will be highlighted in green.
- Errors and / or areas to improve will be highlighted in orange.
- Work that has been edited or corrected by the child will be done in purple pen.
- Comments for a child to consider will be written in the margin or at the bottom of the page.
- An arrow **➡** will indicate the next steps of learning.



- Spelling errors will be highlighted in orange. Spellings will be marked in accordance to the teacher knowledge of the individual child and / or in guidance with the National Curriculum. Children will be expected to rewrite the correct spelling if the teacher feels it is appropriate for the child.
- Extended pieces of writing will be marked against the learning ladders and attached to the piece of writing.

Self-Assessment

Children will be asked to self-assess their work, either through verbal comments, thumb signals or in the form of a smiley, straight or sad face.

Peer marking

Children will be given the opportunity to assess other children's work. This will be done through verbal comments or written *in purple?*. (*do we do peer and self-editing in purple? Or should peer marking be done in another colour so we know it is peer marking?*)

Responding to marking

- Children will be given time to reflect and or act upon the marking and feedback provided.
- This will be done in purple pen.