
Marking Policy

Chase View
Community Primary
School

Reviewed Oct 2017
Next Review Oct 2018

CHASE VIEW PRIMARY SCHOOL MARKING POLICY

STATEMENT OF INTENT

We believe that effective marking through verbal and written feedback should provide constructive feedback to every child, enabling each child to focus upon their successes and areas for improvement. Effective marking should enable all children to become reflective learners- helping them to close the gap between current and desired performance.

Assessment for Learning Strategies should be embedded within our teaching and learning – it is the teacher’s responsibility to know these strategies and implement them in daily practise to the benefit of all our children.

PRINCIPLES

Marking and feedback should:

- Relate to the learning challenge or personal curriculum target set during a specific learning period.
- Be the responsibility of all appropriate adults working with children within the classroom
- Give opportunities for children to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give strategies for improvement
- Allow children specific time to read, reflect and respond to marking
- Respond to individual learning needs, marking face to face with some children as needed
- Use marking to inform future planning and individual target setting
- Be accessible to children – child speak/clear written responses/consistent use of the marking code.
- Be seen by children as a positive response to their learning- encouraging and identifying improvement
- Be manageable by teachers and other adults in school

STRATEGIES

Summative feedback/marketing:

- This usually consists of ticks and crosses and is associated with closed tasks or exercises.

Formative feedback/marketing:

- This can be oral marking throughout the course of the lesson or at the end of a learning session.
- This can be detailed quality marking at the end of a learning session or finished product. Comments should focus upon the learning intention and features of learning success within a lesson

What is quality marking?

Quality marking can be summative or formative – it helps a child understand if they are correct, on the right track and how to improve. Not all pieces of work can be quality marked in depth – and it is a teacher’s professional judgement to acknowledge which pieces of work require more detailed quality marking and are to be given more attention to detail.

When marking all adults should:

- Focus upon feedback related to the learning challenge or individual curriculum targets
- Focus their comments to support the child in closing the gap between what they have achieved and what they could have achieved – specific to the learning challenge
- Feedback should be accessible to children – using the colour codes agreed in KS2 particularly.

Secretarial features of marking:

- Spelling, punctuation, grammar should not be asked for in every piece of narrative writing because children cannot effectively focus on too many things at one time.
- When finished, children should be asked to check for things they know are wrong in their work and self correct. One or two spellings may be corrected, or punctuation maybe a focus.

Self-marking:

Children should check through their work and self-mark where appropriate.

Paired marking:

- With younger children this can be modelled in class, and children encouraged to mark a piece of work together (with the child consenting to the use of their work)

Organisation of marking:

- Children should be given time to read comments and respond to them and improve and up-level their work
- Oral feedback should be given during lessons and should take the place of formal written marking in EYFS and KS1.
- Stickers and stampers can be used to also reward children’s effort
- Children need to have feedback about their work, but flexibility is important, depending upon the nature of the task and time available.