



Marking and Assessment for Learning Policy 2017

This policy is intended to ensure impact and consistency across the school in terms of marking practice and Assessment for Learning Strategies (AfL). We believe that all marking should be:

MEANINGFUL * MANAGABLE * MOTIVATING

Marking enhances learning through:

- Providing feedback on what pupils have achieved so far
- Drawing pupil's attention to what they need to do to improve
- Asking pupils questions to think about their work in another way/ more deeply
- Asking pupils to identify strengths and areas for improvement in their work

Agreed Procedures

- Learning outcomes will be shared with the children and recorded in books **when appropriate**. Success criteria, highlighting what success in each lesson will look like, will be shared or created with pupils. The learning outcome and success criteria are central to the marking process and should be central to marking.
- A variety of approaches will be used to mark work; teachers and T.A.'s will mark work, children will mark their own and one another's (response partners), self-assessment, one to one discussion, pupils and teachers ticking success criteria.
- A variety of marking methods will be used, from light touch to more in depth, detailed approaches. Marking will be dependent on the task set and objectives of the lesson. Priority marking may be given to different groups of focus children at different times in the year.
- Time will be given for children to listen to verbal feedback, read comments, reflect and respond including making corrections.
- Comments will focus upon key issues linked to lesson objectives, targets and will be developmental in nature.
- When relevant, the Wheatcroft character traits will be referenced in feedback – resilience, stamina, positive attitude, work rate etc.
- All children are expected to read their work **before** a teacher reads it, making any improvements they recognise. Pupils are given verbal feedback and taught to improve the accuracy of spelling, grammar, punctuation and vocabulary, **before** a teacher gives a developmental mark. Teachers will mark in green pen. Key Stage 1 pupils to edit in pencil crayon. Key Stage 2 pupils to edit in a purple 'polishing' pen.
- Marking of written work will include the use of green highlighting/underlining to show successes in pupil's work. Pupils can be asked to underline in green pencil crayon to show strengths they have identified.
- Marking of written work will include the use of pink highlighting/underlining to signify improvement task. **When necessary** a written improvement prompt will be provided at the end. Increasingly, pupils must read their own work looking for errors and correct them independently. To allow children

to enhance their proof reading skills, a clue may be given, rather than pin-pointing exactly where the error is.

E.g. (sp) written in the margin to indicate a spelling error on that line.



Check you have used contractions accurately

- Next steps should include questions, reminders, scaffolding and use of examples
- Effective questioning will be used to explore children's understanding and move their learning on
- Marking criteria should be shared with children and a checklist of items (success criteria) may sometimes be used when marking their own or others' work
- Teachers will mark and give 'live feedback' to focus children's books during the lesson, wherever possible

Marking scheme

The following symbols will be used throughout the school for marking written work:

1:1 Work completed with an adult.

GG Guided group work

I Independent Work



Positive comments about the work



Next steps in learning/improvement task

- Check an answer in maths



Correct spelling error



Improve or replace vocabulary



Grammar -use of tense/ plural/ Standard English



Punctuation

When a pupil has received verbal feedback, a teacher **may choose to** write a word or phrase to remind about the subject of the feedback e.g.

Initials to be used on any work not marked by the class teacher e.g. supply teachers

Pupil Review

When reflecting on their own learning, pupils use these symbols to indicate their understanding.

Monitoring the policy

This policy will be monitored through:

- regular book looks
- conversations with pupils
- lesson monitoring with subject leaders
- lesson monitoring by Senior Leadership Team and Governors.

Pupil Review

I understand and can do it ✓✓

I'm getting there ✓

I need help (I'm not there yet) ?

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