**Marking Policy**

**Reviewed: September 2023**

**Next Review: September 2024**

**St George’s Church of England Primary School**

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**Reviewed by Mr M Jones, Deputy Headteacher**

**Rationale**

This policy was drawn up to establish continuity in marking across every year group at St George’s CEP School. This policy creates a clear and consistent set of guidelines for the marking and supportive development of children’s’ learning.

**Objectives**

* To provide a consistent approach across the school
* To enable children and parents to have a clear understanding of our approach to marking
* To ensure each child knows the marking codes and expectations
* To support children’s development and provide impact in their learning journey

**Responsibility of Teaching Staff to**

* Develop the children’s understanding of the marking codes to ensure their effectiveness in children’s learning journey
* It is informative for the children
* Differentiated to meet individual children’s needs
* Marking reflects on children’s understanding and address their misconceptions
* It is positive, builds self-esteem, deepens knowledge and provides challenge
* Allow children time to reflect and respond to marking for improvement

**Work is to be marked**

* Children will write in either pencil or **blue** handwriting pen
* By teaching staff only marking in **black** pen
* Peer Assessment will be completed in pencil and initialled
* Self-editing will be completed in **green** pen
* Every lesson needs a learning intention. This must be recorded on planning and reflected upon. It is at the teacher’s discretion when to share/reveal the LI. It is up to the individual class teachers how this is presented to their class eg LO (Learning Objective) or Can I…? (developed from ‘I can’ statements).

**Work is to be marked using the following symbols**

Learning Intentions will be marked alongside them using the traffic light system

Got it! (KS1)

I understood the work we today and would be able to do it on my own (KS2)

Nearly there! (KS1)

I understood bits of the work but I need more practise & a bit more help (KS2)

Help! (KS1)

I didn’t understand the work we did today and I need more help (KS2)

Indicate any support given next to the traffic light marking:

**P** Paired work

**I** Independent (or leave blank to indicate independent work)

**G** Group work

**T** Work supported by class teacher

**TA** Work supported by teaching assistants

**ST** Work supported by Student Teacher

**Children encouraged to respond to teacher’s marking regularly by:**

Writing short, concise written reflections on their work against teacher’s marking/ success criteria / tool kits

Improving their own work using a **green** pen

Completing peer assessment in pencil/handwriting pen

**Other Marking For Improvement Codes**

\_\_\_\_ underline in green any positives the teacher wants to focus on to encourage positivity in children’s learning

Pink dot used for any developmental points

Put sp (in the margin) – correct spelling x3 (no more than 2) – Not for Year 6

^ - missing word/number

// - new paragraph

/ – cross through a letter to indicate incorrect use of capital letter/lower case letter

C correction

WB Word bank

SS Sentence Starter given

Change word order

Word choice – and suggest an improved word

\_\_\_\_ Finger space

No squ - Number square

NL - Number Line

Counting aid used

**In Addition**

**Maths Marking Policy**

© correction

? Children must respond and check a calculation

! Something for children to think about / reflect upon

* KS1 feedback mainly informal and through verbal dialogue with children, smiley faces on any written work
* KS2 pupils comment on things they found hard, easy, interesting, questions for the teacher

**English Marking Policy**

* Modelled quality texts/examples will be shared
* Up-levelling of own work in **green pen**.
* Handwriting pen to be used in all written pieces of work in Key Stage Two and pencil in Key Stage One.

**Immediate Verbal Feedback**

At St George’s, we have a large focus on teacher’s providing immediate verbal feedback to all children during the lesson. Feedback is information given to the learner about the learner’s performance relative to learning goals or outcomes. We have found that providing feedback is a well-evidenced and has a high impact on learning outcomes.

**Monitoring of Marking Policy**

Regular work scrutiny by the Senior Leadership Team and Subject Leaders ensures that the policy is being adhered to and is implemented consistently across the school

This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

**Equal Opportunities**

All children have the same access and entitlement to high quality teaching and learning in this school, and we ensure this by rigorous assessment to check they are reaching their potential and achieving their individual targets. Particular vulnerable groups are monitored within this process to ensure their progress and wellbeing.

Our members of staff are treated fairly and are given information and support. We ensure equal access to training and CPD (professional development) to ensure that teaching, learning and assessment are very effective, and that skills are updated regularly.