**Marking**

We believe marking should provide constructive feedback to every child, focussing on success and improvement against learning objectives. Marking should help children to become reflective learners and to close the gap between current and desired performance.

**Marking should:**

* Relate to learning objectives taught during the lesson.
* Give children recognition and appropriate praise for the success of their work.
* Encourage children, by demonstrating the value of their work, thought and effort
* Be accessible to children.
* Give children clear strategies on how they can improve their work.
* Not always be written
* Use consistent, progressive codes throughout the school.
* Provide a tool for teacher assessment – diagnostic, formative or summative.
* Help the teacher to evaluate teaching and inform future planning.
* Be quick and manageable for teachers.

**General Marking Objectives**

* If our marking is to be effective and of value to ourselves and to the child, it is important that teacher and child participate. Work should be marked with the child **where practicable and marking as part of the lesson encouraged.** Verbal feedback is as important as written feedback.
* We should focus on ***the*** ***success criteria*** for each piece of work and communicate this to the children before each piece is started or it may not be apparent to them. This helps to raise pupils’ awareness of the specific points, e.g. content, expression, vocabulary, grammar, genre, which will be the focus of marking.
* ***The learning objective*** should be displayed on the board and at the top of a child’s work. If a child has met the LO at the end of a lesson, the teacher will put a tick against it or annotate accordingly.
* Marking must focus on *improvement* not ‘correction’. It should have a notable effect on the next pieces of work produced by the child.
* Exhaustive indication of every mistake is inappropriate, especially in creative writing where such work is very personal to the pupil, and is frequently written faster than the child’s mind and hand can manage. As a result it usually contains more errors than usual so requires a different marking technique. Success criteria, marking ladders and/or tickled pink and green for growth should be used.
* Marking should be sensitive to the abilities and needs of the child and his/her capacity to benefit from it and should balance the desire to improve with the need to encourage.
* ***Maths work*** must be ‘marked’ to show whether each answer is right or wrong using a dot,tick or a cross. Staff tick against the learning objective/success criteria to show a child has met the objective. A comment may also be added which tells the child how well he/she has met the success criteria i.e. ‘More input needed’, and, when appropriate, which features need to be improved e.g. errors in processes, misunderstanding or concepts, misspelt vocabulary, accuracy, quality of presentation. It is also necessary to show whether a child has worked independently or with support. A circled ‘S’ shows whether a child has been supported.

**Responding to marking**

* Children need to have regular time read and to respond to marking, otherwise it has little value. Staff use the tinkled pink and green for growth strategy to show strengths and areas for development in children’s work. Consequently, children amend and improve in purple to demonstrate progress. This might be: writing an improved word, phrase or sentence; writing a sentence with correct grammar or punctuation; re-working a maths answer.
* Work in core subjects should be quality marked however work in foundation subjects may be marked with a ‘lighter’ touch.
* Children should also be encouraged to respond to each other’s work using the success criteria as guidance. Where appropriate, in writing, they should check and improve their rough drafts themselves, or use ‘response partners’, prior to writing out a final version. Children can also mark their own or each other’s work against an answer key e.g. mental maths, arithmetic, tables tests.

**Reward Systems**

It is equally as important to use rewards for good effort as well as excellent work. We use a range of rewards: Dojo/House Points, stamps, praise, stars, stickers, Head Teacher’s certificate of Achievement, Smileys, Star of the Day, etc.

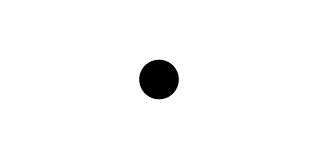
**APPENDIX**

**Tickled Pink and Green for Growth – English and Maths**

Highlight areas that relate to the Learning Objective. For example, if the LO is to use technical vocabulary in an information text or complex sentence types, highlight those areas in pink. Green is used to highlight any areas for improvement. Pupils need the chance to improve these areas in the next lesson using their purple polishing pen.

**lgi01a201403140200[1]Maths**

A tick may be used for a correct answer

A dot or cross will be used for an incorrect answer **X**

**Codes**

Supported Next steps

Verbal feedback Spelling

SP

V

Punctuation Capital letter

CL

P

Full stop Omission

O

FSS

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