



Whole School Marking Policy

PURPOSE OF MARKING

- To assess, acknowledge and value pupils' efforts and achievements, and address their future needs.
- To provide and motivate pupils with appropriate feedback and encouragement.
- To build self-esteem and confidence through visual rewards. (House points, stickers, stars etc.)
- To monitor progress in knowledge, understanding and application.
- To provide evidence of assessment.
- To monitor teacher effectiveness and support curriculum planning.
- To draw attention to mistakes that a child needs to learn from: to move forward: to improve and expand ideas.
- To support reporting to parents.
- To set targets for individuals and for groups of pupils.
- To help create a sense of pride and achievement in rewarding high standards.

RATIONALE

- Staff will mark fairly and consistently.
- Marking will be constructive.
- Marking will help identify targets for improvement
- Teachers will use information from marking to identify pupils' common difficulties and to plan appropriate learning experiences.
- Pupils' work may be used from time to time to moderate teacher assessment within departments and across the school.
- Pupils will be encouraged to discuss and reflect upon their own work.
- If marking is completed as a class activity, this will be noted on the work

METHODS

- Comments will be legible and intelligible to the pupils.
- All work will be marked in green. Assessment questions for the children will be written in red.
- Stars and stickers reinforce success and motivate pupils.
- We will celebrate good work and progress in assemblies and through Heads' of Departments acknowledgement.
- The Headmaster will welcome pupils with very good pieces of work and good progress.
- We will encourage high standards of presentation through the use of display.
- Pupils may mark their own work or that of others when and where appropriate and under very clear teacher guidance.
- Stamps may be used where appropriate.

REVIEW

- Department Heads, Deputy Head (Curriculum) and Subject Leaders will monitor the policy and it will be reviewed annually.

Basic Procedures

EYFS

In the EYFS, verbal feedback is the most beneficial way for pupils to receive recognition for their work. Teachers will annotate any recorded work to show whether this has been completed by the child with support or independently.

As pupils begin to write, teachers will annotate the work with the full meaning in a different coloured pen. Focus activities will be used to extend and support the pupil's learning. This will be reflected in future provision. If a pupil achieves something notable in an ALA (Adult led activity), this is recorded in the pupil's Learning Journal.

Pre Prep

- In the Christmas term all pupils in Year 1 will receive verbal feedback. Work will be initialled by the teacher to indicate where this has happened. As children progress, verbal feedback will be replaced with next step target stickers.
- The full date may only be used in English or where the teacher judges it appropriate
- Spelling corrections are written by the teacher
- In the Lent term and Summer term teachers will follow the procedure outlined below

Year 2, Middle School and Senior School

All work completed by pupils will be acknowledged by the teacher.

Marking is completed by the teacher:

- to indicate achievement
- to show children how they can improve their work
- to aid teacher assessment

Marking completed by the pupils

- encourages independent learning through self-checking
- enables pupils to develop a more critical approach to their work

In **English and maths** pupils will receive feedback about their work in a variety of ways which will be tailored to the ages and ability of the children. Over the course of a week, verbal feedback will be noted on the individual piece of work. Pupils' work may be highlighted to identify the correct use of a teaching point. For other tasks, a short target may be identified at the end of a piece of work. Each week, one piece of work will be marked in depth, identifying what the pupil has done well. Based on the outcome of the piece, a target and/or red pen question will be set.

In the **foundation subjects**, success criteria will be highlighted to demonstrate the level of attainment. The success criteria for each lesson will be taken from the medium term plans for that subject but will be rephrased into language which is accessible to all pupils. Using a prepared grid for each lesson, or where appropriate 2 or 3 lessons, pupils will have the opportunity to self-assess their own attainment against these criteria. This will be monitored by the teacher. However, pupils may initiate their own dialogue with the teacher via the pupil comment box. At the discretion of the teacher and as appropriate, pupils may be asked to follow up their work with a red pen question. At the end of a unit of work, a more detailed comment will be made, outlining attainment and targets for further development.

Where a child might miss a lesson due to fixture or music lesson, this will be noted in their book.

Where absence occurs due to illness etc., this should be recorded in the child's work book.

Senior School staff will follow the same procedures as Middle School. However, they may adapt their marking in line with the needs of their subject. This pays particular reference to exam requirements when pupils may benefit from more feedback.

C Wear reviewed October 2016

Policy Owner	C Wear
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