**Chacewater Primary School**

**MARKING and ASSESSMENT FOR LEARNING POLICY**

**Rationale**

Marking children’s work is a very important part of teacher and self- assessment. At Chacewater Primary School our aim is to ensure all children will have their work marked in such a way that it will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment and personal target setting. Marking and feedback can be oral or written, but should have a positive impact.

We aim to develop independent learners who have the ability to seek out and gain new skills, knowledge and understandings. We want our children to engage in self reflection and to be able to identify the next steps in their learning. To this end we aim to equip children with the desire and the capacity to take charge of their learning through developing the skills of self assessment.

As a result of this policy there will be greater consistency in the way that children’s work is marked and the involvement of children in the marking and assessment process across the school.

# Development

All teaching staff have been involved in the development of this marking policy and non-teaching staff have been consulted and advised about its content.

**The Nature of Marking/Feedback**

* Marking of children’s work can have different roles and purposes at different times and should involve both written and verbal feedback provided individually by the teacher/ support staff where appropriate.
* Children’s work should be marked.
* Teachers should look for strengths before identifying weaknesses when marking.
* Marking should be linked to success criteria.
* Marking should be used to inform teacher’s judgements concerning children’s progress and to inform planning and assessment.
* Marking/Feedback should include specific guidance about how to improve; concrete strategies to help children move from what they have achieved to what we want them to achieve when appropriate.
* Time should be built into lessons for the children to absorb any comments written on their work or any oral feedback given. Children should have time to reflect and to carry out improvements on a piece of work, according to suggestions given. For assessment to enhance learning the feedback information has to be used.
* Children should have opportunities to be involved in their own marking(self evaluation) and in the marking of the work of a partner with whom they have developed cooperative work/peer marking.

## Implementation

The following agreed procedures for marking and correcting children’s work should be implemented by all staff.

* The marking of children’s work can be verbal or written.
* Children’s work should be marked as soon as possible after completion and, if possible, with the child/ children.
* Marking must be done in green.
* Children should be involved in developing the success criteria for a piece of work whenever appropriate.
* Achievement of the WALT should be indicated to the children by a double tick with partial achievement receiving a single tick. If verbal feedback is provided this should be indicated by VF in the book. If a child has worked with the teacher or TA then TA should be noted in the work.
* Where appropriate the star and next steps scheme is used. This is in the form of a visual mark scheme in English and topic work. In maths corrections are highlighted and where appropriate an individual focus to clarify understanding. This ensures that it has been made very clear to the children where they have succeeded or how to improve within this piece of work. Children are then actively encouraged to respond to this using a purple pen to highlight where they have responded.
* The use of smiley faces, stamps and other rewards should be at the teacher’s discretion.
* Positive public feedback to children concerning work which is of relative high achievement will be given in the class and through certificates in Fridays Golden Award Assembly. Children may also show their work to the Headteacher.

We ensure that our marking policy is implemented fairly and effectively regardless of gender, ethnicity and Special Educational Needs

## Monitoring and Review

Monitoring the implementation of this policy will be by looking at books as they are completed and by looking at examples of work every term. The desired outcomes for this policy are improvement in children’s learning and the raising of standards across the curriculum. It is hoped that children will be proud to ‘own’ their work and feel a greater sense of achievement.

Written work marking Guidance

Teacher identifies next steps in the margin:

|  |  |
| --- | --- |
| sp | Spelling error. Can be underlined by the teacher. |
| P | Punctuation error. Can be circled where needed. |
| g | Grammatical error. Can be circled where needed. |
| ^ | Omitted word or letter.  |
| // | New paragraph.  |
|  | This does not make sense. |
| [ | Redraft this section. (Can be highlighted). |

Children to action in purple pen.

Teacher then crosses through the symbol to show it has been corrected and checked by the teacher.