



Otterburn First School

Marking Policy

Document Status	
Author	Tina Henderson
Date of origin	July 2015
Version	V1
Review requirements	Three Yearly
Date of next review	July 2018
Approval Body	Policy Committee
Review	



Otterburn First School

Marking Policy

Rationale

Marking is the foremost tool used by the class teacher to improve both teaching and learning. The purpose of marking for the teacher is:

- to gain an understanding of children's learning
- to plan next steps in learning
- to guide future planning
- to use marking to summarise learning

The purpose of marking for the child is:

- to gain an understanding of how well they have grasped and understood the learning
- to know how to improve their work
- to extend their learning
- to be given time to reflect upon their learning

If teachers set high standards through the marking of children's work, the standard of children's work will also be high. Marking should encourage good basic grammar and English skills within **all** curriculum areas.

Code for marking

Highlight **Green** – areas that show achievement

Highlight **Orange** – areas for improvement

VF – in margin with a key word to indicate that verbal feedback has been given

Code for guidance

It is essential that children's feedback reflects the correct level of challenge. Teachers are expected to use the following guidance when marking.

ABILITY	GUIDANCE TYPE			TEACHING SEQUENCE
	MORE ABLE		LATER	
		CHALLENGE		
		REMINDER		
		STEPS		
	LESS ABLE		EARLIER	

Challenge	Now can you tell me more about the atmosphere in the forest?
Reminder	What should include in the setting of your story? Can you think about this and add more detail?
Steps	First go and check you have included a sentence about the setting. Now see if you can add a little more detail about what you can see.

Principles

- Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.
- All written work should be marked. There will be more verbal marking within EYFS and KS1 but this should be indicated on the piece of work.
- The marking of children's work, either written or verbal, should occur as soon as possible.
- Teachers should look for strengths before identifying weaknesses when marking work if at all possible.
- Marking should be linked to learning objectives and targets with some reference being made to English skills if appropriate. This applies when marking work within all subject areas.
- Marking procedures and standards should be consistently applied across the school.
- The marking criteria should be displayed in each classroom and within exercise books. Children should understand the meaning of the marking they receive.
- Children should be given the opportunity each day to reflect upon marking and make corrections or complete challenges.
- Parents should have the school's marking procedures explained to them.

A variety of different types of marking should take place. Peer and self-marking are a valuable way for children to learn from each other.

Monitoring and Evaluation

The Executive Head Teacher and Deputy Head Teacher, with staff, will regularly review a sample of books from each class to monitor the implementation of this policy. The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- an improvement in children's attainment
- teacher, child and parent testimony concerning the usefulness of the marking - consistency in teacher's marking
- an awareness on the part of the pupils of what is expected of them