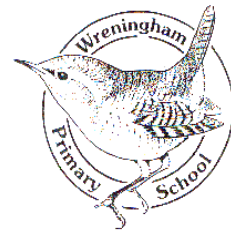


Together Everyone Achieves More

Wreningham School is committed to Safeguarding
And promoting the Welfare of children



Wreningham V.C. Primary school

1 Corinthians 12:12, "There is one body but it has many parts. But all its many parts make up one body."

Marking Policy

All policies at Wreningham VC Primary School should be taken as part of the overall strategy of the school and implemented within the context of our vision, aims and values as a Church of England School.

SCHOOL VISION

Wreningham Primary School is at the heart of its community with children, parents, staff and governors working together so all pupils are safe, happy, keen to learn and able to achieve their very best within our Church school.

INTRODUCTION

We provide feedback to children through marking, so pupils have specific advice about improvements to their work. Marking demonstrates a respect for the work produced, and the effort a child has put in to achieve the work. It gives feedback and indicates the ways in which the individual child can make improvements. We use marking to encourage children to look at errors in a positive manner. Marking is one way we encourage children to embrace new challenges, build confidence to believe their mistakes help them improve, to take feedback and use it, to push themselves and show resilience and perseverance in learning.

Marking takes on a variety of forms. It can be verbal or written. Verbal marking could be peer to peer or pupil with an adult.

PURPOSE OF MARKING

- To highlight areas for improvement and ways to achieve it.
- Identify the next steps in learning and help give children the tools to achieve this.
- To value pupils' work and give a response to the children.
- To recognise and encourage children's efforts and achievements.
- To encourage and praise success.
- To set future targets.
- To identify misconceptions and pick up any errors quickly.
- To inform future teaching.
- To assess pupils' work against learning objectives.

PRINCIPLES

At Wreningham Primary School marking should:

- Be constructive.
- Relate to the attainment, ability and age of the pupil.
- Relate to specific criteria/learning objectives.
- Follow consistent practice throughout the school.
- Ensure pupils know how well they are doing and what to improve to make further progress.
- Provide pupils with opportunities to assess their own work.

MARKING NON-NEGOTIABLES

The non-negotiables are key whole school approaches to marking to ensure consistent across the school. These will be implemented by all staff and reviewed regularly as part of learning walks, work scrutiny and lesson observations. These will provide clarity for all staff and stakeholders.

- Clear learning objectives are shared with the children and stuck-in or written in pupils' exercise books.
- All work is dated.
- All 'correct' marking is completed in green. Errors, misconceptions/ areas for development are written in pink (i.e. 'pink to think' prompts).
- DIRT time (Dedicated Improvement Reflection Time) is given to pupils to allow them to respond to any pink prompts.

FOUNDATION STAGE

- Marking is done with the children and is constructive. Comments are shared in child-speak with the child.
- Work is set in context.
- Work is always titled by the teacher - this may often be as a question (e.g. *Can you describe a toy?*).
- When the work has been done independently this is marked with an I in a circle.
- When a child has been supported by an adult, the annotation shows what the child has been able to achieve e.g. *Darcey had an adult to help her sound out the words; Ben found the long vowel sound 'oo' on the phonics wall.*
- Work/photos of activities chosen by the children or by the adults and the children describe what they have done or learnt as well as adult directed work.
- In the summer term, depending on the child's development stage, 'Pink to Think' is introduced.
- In the Foundation Stage children attempting words independently is encouraged. Children are encouraged to sound out words e.g., c-a-t for example, if a child had written c-a-n and had meant to spell c-a-t then the teacher would help the child hear the end sound – t
- The teacher always gives verbal feedback. Sometimes comments are written to inform adults.

KEY STAGE 1

- Green is used to highlight good work. Pink is used to highlight an error or misconception the teacher wishes the pupil to respond to. Time must be allowed for pupils to respond to the 'Pink to Think' prompt, thus enabling them to close/bridge the gap and improve their work. In this way the marking is used to identify the pupils' next steps in their learning.
E.g. A Y1 pupil - the number 5 could be highlighted in pink if reversed – the pupil would then make the correction.
- When feedback/marking follow up is given verbally a code is used to indicate this (e.g. V).
- Stickers, smiley faces, house points, headteacher stickers are used to celebrate a child's effort and achievement.
- In English, a comment may be used showing praise and an area for improvement.
- Marking is often done with the child e.g. a group in guided writing.
- KS1 have a writing ladder with progressive descriptors of writing in the front of their literacy books.

KEY STAGE 2

- Marking is used to identify the pupils' next steps in their learning. Comments could be written to expand on the pink or green prompts.
E.g. Describe something that happened which showed you the character was a good friend...
If $\frac{3}{5}$ is equal to $\frac{6}{10}$, then $\frac{3}{5}$ must be bigger than $\frac{5}{10}$. Using this example, explain why $\frac{4}{6}$ is bigger than $\frac{1}{3}$
- Evidence a pupil has read the comment (when a more involved response is not required) is shown by the child with a tick/child initials or some other indication e.g. *I understand – thank you.*
- Children are encouraged to draw a neat line through any errors.
- In Maths, the final answer is not rubbed out so teachers can identify any potential errors – the children are encouraged to recognise the value of their working out.
- Up to 3 incorrect spellings are identified in longer writing tasks and the correct spelling is written in the margin or at the bottom of the writing. Not every spelling will be corrected as this could have a demoralising effect on some pupils.
- Collaborative marking is evidenced by a teacher's comment in the pupil's book.
- Opportunities may be given in KS2 for peer proof reading.
- Where marking, e.g., identifying missed capital letters, is linked to an SEN Intervention Plan target, IEP can be written in the margin.
- When the work is completed with support it is marked with an S in a circle.
- A diagonal double arrow can be used to indicate the pupil needs to do some further work, which is explained in a subsequent annotation by the teacher.