



Berrycoombe primary
Revised January 2023

Berrycoombe School Marking Policy

Aim

To provide consistent, whole school approach to marking and feedback that supports pupils with their learning and progress.

Philosophy

Effective feedback reflects assessment for learning principles. The purpose of feedback is for pupils to understand what they have done well (reinforcing learning and supporting recall) and what they need to do to improve. Over time books become a record of progress and achievement.

Assessment for learning

Key principles-

- Marking is an essential tool for promoting progress and raising standards. It is an ongoing, integral process which underpins all teaching and learning
- Marking is set within a framework of learning objectives and success criteria against which pupils progress and needs are monitored and evaluated.
- Marking and assessment information is used to guide planning and priorities for teaching and learning for groups and individuals
- Marking can be a tool for developing deeper understanding of objectives being taught necessitating that children use higher level thinking skills such as those referenced by Blooms taxonomy

Strategies and procedures support good marking (non-negotiable)

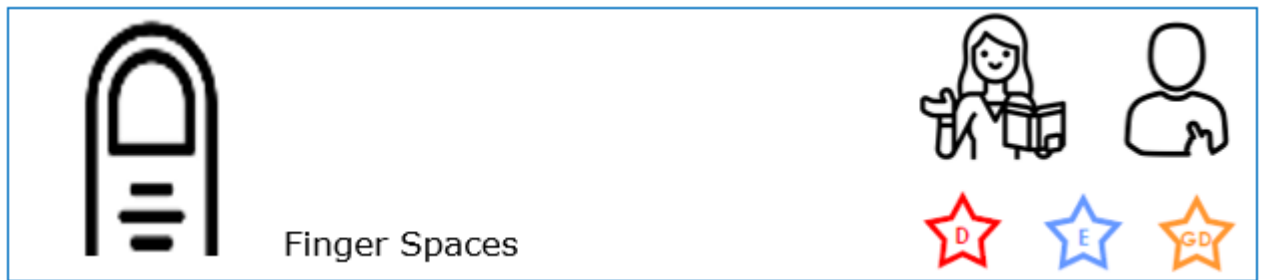
Writing Reading and Maths books (general)

- **Agreed Marking pens used**
- **Presence of a clear learning objective at the top of the page.**
 - This should be differentiated and colour coded to provide children with the opportunity to challenge themselves.
 - Teachers will use this objective to indicate if a child has met the expected Learning (Tick L.O.M.)
 - Teachers will use this to indicate the level of support offered to the child (this supports the longer term assessment of pupils levels of attainment)

LITERACY-Writing

- (Year 1 Specifics) Presence of a clear learning objective at the top of the page:

Example



The use of icons empowers all Year 1 children to understand their learning.

Teachers will circle the coloured star icons to indicate the level to which level the child has met their learning expectations.

Teachers will circle either the teacher or child icon to indicate the level of support the child received during the session.

- **Stars will be used to identify positive aspects of work.** The reason for the star will be accompanied by a comment, usually referencing a grammatical feature.
- **Work will have a final positive summary.** A tick and a short phrase (great work, well done).
- **Year 1 improvements will be indicated with a next step arrow at the top of the next page.** This will be informed from the previous day's work and will occur at least once a week for every child.
- **Year 2 onwards The conferencing model will be used weekly to secure progress and improvement.**
 - Previous Independent Writing will be reviewed by the teacher and children will be strategically grouped based on identified target for the following week.
 - They will have a 1-1 five-minute meeting with the class teacher.
 - Writing from the previous week is reviewed and discussed with the group
 - A modelled example of the target is provided and discussed.
 - The child is given an opportunity to practice.
 - This session also serves as a mentoring opportunity where children have a personal, collaborative and positive discussion (this is a motivating factor for the child).
 - During subsequent work that week (until the next conferencing meeting) the child uses their target and highlights in pink where they have used it.
 - Highlighted work forms the basis of the discussion with the teacher the following week.

LITERACY-Reading- *marking alongside the child is the preferred approach (live marking) however this is not possible for every child and some distance marking is necessary.*



- **All work in reading journals is acknowledged with a tick.**
- **Where children have answered questions, these are marked.**
- **Children may mark work as part of a guided session (e.g. now tick your answer).** This is appropriate where whole class questions and answers have been modelled or heavily guided.
- **Marking informs teaching.** Children will not always be given the opportunity to revisit wrong answers **BUT** this will inform teaching and there is an expectation that over time children will get the majority of questions set correct (e.g. there is not a pattern of consistently wrong answers).

Maths marking alongside the child is the preferred approach (live marking) however this is not possible for every child and some distance marking is necessary.

- **All work in maths books is acknowledged with a tick.**
- **Where children have answered questions, these are marked.**
- **Annotations and diagrams are an acceptable way to evidence discussion and support.**
- **Work will have a final positive summary.** A tick and a short phrase (great work, well done).
- **Children may mark work as part of a guided session (e.g. fluent in five)**
- **Marking informs teaching.** There is an expectation that over time children will get the majority of questions set correct (e.g. there is not a pattern of consistently wrong answers).
- **Occasional Improvements will be indicated with a next step arrow.** This is at the teacher's discretion and will not accompany every piece of work. When given the pupil will be expected to respond in green pen.