



MARKING POLICY

MISSION STATEMENT

At Bolton-le-Sands Church of England Primary School, we believe that God is at the centre of all we aim to do. It is our goal to ensure that all members of our school community are given the opportunity to get to know God and thank Him for His goodness to us. We are the village school and are at the heart of this village community, all members of this community are made welcome at our school because, it is our faith that, **“with God at the centre, we reach out to support each other in learning, growth and community.”**

STATEMENT OF PRINCIPLES

At Bolton-le-Sands C of E Primary School, we are committed to supporting pupils’ learning through assessment. Part of our assessment strategies includes the marking of children’s written work and the feedback they receive.

Marking and feedback should be effective, efficient and enhance learning outcomes for all children; therefore, it should:

- Be purposeful, manageable and positively impact on children’s learning.
- Provide opportunities for dialogue between child and adult.
- Inform future planning.
- Relate to the learning intention.
- Give recognition and praise for achievement, as well as effort, and clear strategies for improvement.
- Demonstrate a consistent approach for children as they move through the school.
- Be appropriate to the age and ability of the child.

IMPLEMENTATION

The class teacher is responsible for providing feedback to the children in their class. The teacher may ask supporting adults to feedback to the children that they have been working with – this could include verbal feedback, or short written feedback at the point of learning.

The quantity and type of feedback will vary between curriculum subjects and the style of lesson taught. For example, within an English sequence of learning, more detailed feedback during the redrafting process may help pupils achieve their best outcomes. Children will likely receive more feedback within core subjects. It is not expected that every piece of work a child produces will be marked with written feedback.

To develop their understanding, children are taught about the purpose of marking and feedback, including how and when to respond to marking. They are also taught how to effectively use self and peer marking and feedback strategies.

Some of the most important feedback that children receive is verbal, at the point of learning. This will correct misconceptions, develop children’s confidence, build on their strengths and let them know what to do to further their learning.

Consistent marking strategies include:

- Use the agreed marking symbols (see 'Marking Symbols' below).
- Mark work using a green pen.
- Children self and peer mark using purple pen.
- Team Points are awarded to recognise achievement.

MONITORING

Marking and feedback are included in the school's ongoing self-evaluation and monitoring procedures. This policy will be reviewed, in conjunction with other related policies, every three years, or sooner if required.

MARKING SYMBOLS

PRAISE



You have achieved



This is what you have done well

TP

You have earned some Team Points

FURTHERING LEARNING



These are your next steps



This is a question to respond to

EXPLANATION OF LEARNING

VF

Verbal feedback has been given

I

You completed this independently

WS

You completed this with support

HIGHLIGHTING AN ERROR

C

A correction is needed

Sp

You have made a spelling error

P

You have made a punctuation error