



Leighfield Academy

Marking Policy

Adopted by the Governing Body

Leighfield Academy
Marking Policy

The Nature of Marking.

Marking and responses to children's written and oral work is a crucial aspect of learning and teaching and can be used to assess where children are in their learning and take them on to their next target or level of achievement.

Marking and response is used to:

- **Primarily** reflect whether the child has achieved the learning objective or their own personal target.
- Allow a child to immediately see where they have **got it right**.
- Inform a child of how they could **improve their work** where appropriate.
- **Inform the next steps** in a **teacher's planning** for that child.
- **Reflect** on a child's progress with their **next steps** where appropriate and praise effort.
- Set a consistent, **coherent progression** in response to a child's efforts through the whole school from Early Years Foundation Stage to Year 6.
- Not every error will be pointed out, but the strengths of the piece and the areas for development may be highlighted in order to **move the learning forward**.

In order to make our marking and responses meaningful and of maximum impact, it may not always be best practice to mark every book fully for every subject. Opportunities for assessment are indicated on Medium Term Plans and reflected in short Term Plans.

Time is built in for pupils to correct or improve their work as a result of marking. This may be immediate, during registration times or in a future lesson.

Written comments are part of pupils learning to read, from year 1 upwards.

Benefits are

- real reading opportunities
- reminder of pupils of their progress over time
- Evidence of progress for school monitoring and parents

Marking is returned to pupils while they still remember the objective and the work. This will normally be the next day or two for literacy and numeracy, so that the work can be improved/ corrected but may be longer for other subjects. Younger children and pupils with SEN need feedback more quickly than older children, this may be verbal or written.

Guidelines for marking apply across all subject areas.

Implementation of Marking Policy

<p>Reception</p>	<p>Immediate verbal responses usually used, while children are working. Written responses are usually done in the presence of the child, and read to them, including targets for improvement. Mark for Learning Objective achieved. Start to introduce symbols, such as ticks, next steps and smiley faces (traffic light colours used)</p>	<p>Primary marking and response must be to the learning objective or child's target in order to ensure children can measure their success for each piece of work.</p> <p>When children look at a piece of marked work, they must immediately see what they have done that has met the learning objective - how they got it right. They can then look for guidance as to how they can improve and take their own work forward.</p>
<p>Key Stage 1</p>	<p>Immediate verbal response often used, while children are working. Written responses are usually done in presence of the child and read to them, including targets for improvement. Mark for Learning Objective achieved. Performance towards next steps in learning is indicated. Distance marking can be used where developmentally appropriate. Agreed symbols used for marking, as appropriate for the developmental needs of each child. Peer and self-assessment introduced.</p>	<p>To ensure quality, meaningful marking, not every book will be fully marked every time. Assessment opportunities will be indicated in teachers' planning.</p> <p>Not every error will be indicated, but the main strengths of the piece and the areas for development may be highlighted in order to move the learning forward.</p> <p>Children should be given the opportunity to participate in self or peer-evaluation and setting success criteria.</p> <p>If a piece of work has been marked/responded to verbally it will be indicated by the teacher at the time of response.</p>
<p>Key Stage 2</p>	<p>Verbal marking to learning objective sometimes used. Performance towards next steps in learning is indicated. Distance marking will be regularly used. Agreed symbols used for marking. Peer and self-marking and evaluation are used to ensure children develop as reflective learners.</p>	<p>Next steps will generally be used for moving learning on or for indicating errors (gaps in learning which need teacher input) rather than for indicating mistakes which children know but have omitted to use.</p>

Symbols for Marking

Not all symbols will be used by all year groups. Teachers use those which match the developmental needs of the child.



L.O Exceeded



L.O Met

(drawn steps) Next Step



This is done well



This is not right



Verbal response given to child



Indicates a correction **is required**

SP

Correct this spelling (word may be underlined)

P/G

Correct this punctuation/grammar (error may be underlined)

?

Check this makes sense

//

New paragraph

HP

House Point

^

Something is missing or needs adding