



BRINKWORTH EARL DANBY'S CE PRIMARY SCHOOL

Serving the communities of Brinkworth and Dauntsey

VISION

Believe to Achieve!

To provide a secure, happy and stimulating learning environment in which EVERYONE is valued, spiritual growth is nurtured and potential maximised.

MARKING POLICY

Introduction

Successful marking and communication with children shows them that their work is valued and respected. It enables children to progress with their learning, as well as identifying future targets.

Why mark?

Children's work, including homework, is marked because it:

- Motivates children
- Aids continuity and progression throughout the school
- Helps develop children's skill of self-evaluation
- Identifies what children can and cannot do
- Shows if they have understood the work
- Informs future planning
- Identifies future pupil targets

How we mark

A range of strategies is used for marking pupil work as appropriate to the age of the child:

- Teachers mark to the objectives of the lesson (WALT-We Are Learning To; WILF-What I'm Looking For).
- Work is marked alongside the child wherever possible and appropriate comments or annotations are made in blue or black on the opposite page. It may be discussed individually or in a group, or it may be marked outside the lesson. Stamps may be used to indicate this. Quality marking is used.
- Ticks are used for correct work. Dots or crosses may sometimes be used for errors.
- Pupils are encouraged to read, correct and improve their work.
- Self-marking and peer marking is used for some activities.
- Corrections may be required, as appropriate to task and age.
- Positive praise is encouraged and rewards such as smiley faces, stickers and house points may be given.
- Work that is of a high standard for that child will be praised and rewarded and the child may be sent to the Headteacher for further rewards. This work can be used as a model for other children.

'Quality Marking' is used regularly for marking literacy throughout the school and may be used in other subjects.

The teacher highlights successes against the learning intention and especially against the agreed success criteria. The teacher writes a development point to help the learner see how to improve their work.

Review

Policy review frequency: every two years

Responsibility: Staff Senior Leadership Team