



Rushton CE (VC) Primary School

Happy Learning Together

Marking Policy

Aims

In our school we have endeavoured to create an approach to marking which is developed throughout the school to ensure continuity and progression for all pupils.

Marking should be of a purposeful nature and encouraging to pupils enabling them to progress and improve their learning.

Although each teacher will have his/her own ideas and considerations about marking, throughout the school marking procedures will have these common elements.

- a) All work set should have a declared purpose. If the work completed and the marking is clearly directed towards the purpose, it is not necessary for the children to copy this into books. The purpose must be shared with the children and be visible if it is appropriate for them to refer back to it.
- b) Pupils will perform better if they know what criteria the work is being marked against. This will be displayed on a board in the classroom. Whenever possible, these criteria should be layered to provide differentiation – ideally in a *must, could, should* format.
- c) Marking needs to be simple, positive and child friendly. This can be helped by using stickers.
- d) Wherever possible aim to mark a small section of the work with the child in order to motivate the child and prevent repetitive misconceptions.
- e) Marking should provide pupils and parents with clear and relevant feedback and, where necessary, suggest strategies for improvement. This will not always need to be indicated in full on the work. If a piece of work has been discussed with a child, then a 'd' on a circle is used to indicate this.
- f) Marking in depth should: -
 - acknowledge/praise where targets have been achieved, these should link directly to the success criteria that was shared with the children before the work
 - demonstrate how the work might be improved if certain criteria have not been met, or there is a clear development point to be addressed.

- g) Where all success criteria have been met this should be indicated with a smiley face in a circle. Pebble/teddy awards may be given (P), or house points (HP).
- h) Pupils can, given the opportunity play a valuable part in their own assessment. They may annotate their own, and other children's work, in line with this policy. These annotations should be done in a way that is sensitive to the child's work e.g. by adding them on post-it notes that the children can choose to keep in their books.
- i) Some work may need only a cursory acknowledgement. This would often be the case if the success criteria was a maths concept that was clearly understood.

Issue	Symbol	Action
Correct answer	Tick	Verbal praise
All success criteria met	Smiley face	Written praise Verbal praise, teddy/ pebble in the pot, house point.
Most success criteria has been met	Smiley face or face with a line.	Written/verbal praise Suggestions for next steps or improvement
Little of the criteria has been met	Sad face	Praise of correct elements of the work not related to the success criteria.
Incorrect answer	Underline	Discuss or write down correct answer
Indicate that something does not make sense	?	Explanation at end of work
Spelling mistake (relevant)	Line underneath mistake,	Correct phoneme or word written above or to the side.
Word or phrase missing	^	Insert helpful hints
Punctuation	Appropriate full stop/ capital letter inserted.	Verbal comment
Work has been discussed with the child.	'd' in a circle	

Rushton is a dyslexia friendly school

As a dyslexia friendly school, we will provide quality teaching, differentiated as needed. We will identify and respond to unexpected difficulties, actively working to include all pupils so they can achieve in all areas of learning.

We feel that more children are successful when taught using dyslexia friendly teaching methods. By teaching in this way, we aim to make our teaching and learning fully accessible to all children. We will try to discover how the child learns best and use a variety of multi sensory activities including practical activities and ICT, using eyes, ears, speech, fingers, to stimulate learning. Target marking should be considered whenever possible for children with additional needs – this would link to their IEP.

We aim to enable children to use their strengths for learning while developing the areas they find more difficult.

Conclusion

This policy should have a positive effect on teaching and learning by encouraging a consistent approach throughout the school.