

**St Andrew's CEVC Primary School, Great Yeldham**

# **Marking Policy**



**(Review by Maria Trappitt January 2011)**

**St Andrew's CEVC Primary School  
Church Road  
Great Yeldham  
HALSTEAD  
CO9 4PT**

## **Aims**

At St Andrew's CEVC Primary School, the children's work will be marked in such a way as to improve their learning, develop their self-confidence and self-esteem. We aim to make children partners in their learning by promoting 'Assessment for Learning'. Assessment for Learning is about the involvement of the pupils.

## **Rationale**

Children are expected to share responsibility for identifying learning targets and knowing when they are met. Children are encouraged to be 'positive critics' of their own work. Through self and peer assessment pupils are encouraged to mark against the agreed 'success criteria' and be partners in their own development. This provides teachers and learning support assistants (LSAs) with opportunities for formative and summative assessments. Through a series of positive comments from the class teacher, LSA and child, he/she is confident that the target has been met before they agree the 'next step' in their learning.

## **Guidelines**

- The marking of the children's work can have different roles and purposes at different times and can involve both written and oral feedback (see oral feedback guide).
- Whenever appropriate, teachers and LSAs should provide individual feedback to the children with 'next step' learning clearly identified.
- The marking of children's work, either written or verbal should be regular and frequent.

- Marking should be linked to the learning objective.
- Marking may refer to the children's individual targets.
- Marking standards should be consistently applied throughout the school, but procedures may differ according to Key Stage.
- Children should be aware of marking against the 'success criteria' and have an understanding of the meaning of the marking that they receive.
- Parents are given the opportunity to discuss the school's marking systems through curriculum and consultation evenings.
- Marking should be used to inform teacher's judgements concerning children's progress against their individual targets. This is obtained through focused assessment which in turn informs planning.
- Children are encouraged to make comments about their work through the use of self-assessment and peer assessment which is linked to 'success criteria' and individual targets.
- The head teacher, subject leader and class teacher will monitor the marking of the children's work through work scrutiny which is part of the yearly monitoring cycle.

Appendix 1:

Oral Feedback Guide.

Reviewed by Maria Trappitt **January 2011**

Shared with all staff **January 2011**

Shared with Governors **June 2011**

Review date **January 2014**