

# Cunningham Hill Junior School Governing Body



Document:	Marking Policy
Agreed by:	CHJS Governing Body
Date agreed: Signed:	Oct 2018  <i>J. A. A.</i>
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## CUNNINGHAM HILL JUNIOR SCHOOL

### Marking and Feedback Policy

In Cunningham Hill Junior School we aim to ensure that marking and feedback enables each child to reach their full potential. Marking must be positive, clear and appropriate in its purpose. It should be child-centred and productive in its outcomes.

Effective marking provides:

- Feedback
- An aid to future planning
- A record of children's progress

#### Reasons for Marking

- 1) To maintain high standards of work.
- 2) To assess progress and understanding of individuals and inform future planning and teaching.
- 3) To provide encouragement and the next step forward.
- 4) To demonstrate the pupil's achievement and to show that their work has been valued.
- 5) To act as evidence of attainment if the marking is against set criteria which may be derived from National Curriculum.

#### Guiding Principles

- Marking should be fair and consistent.
- It needs to be positive, constructive and sympathetic without ignoring areas of difficulty.
- Marking needs to be selective both in terms of what needs to be highlighted for individuals and what is appropriate for them.
- Marking should refer to the learning objective.
- Where possible marking should be undertaken with the child.
- Time will need to be given for pupils to reflect upon their work and the marking comments.

#### General Procedures

- 1) All work should be acknowledged and feedback given to give it worth. Feedback may be written or verbal to individuals or as part of a small group and acknowledgements may include stickers, stamps etc.
- 2) All teachers will mark in a contrasting colour.
- 3) Comments will focus on 'tickled pink' or 'what went well' comments and 'next steps'.
- 4) Work to be corrected/improved will be highlighted and a highlight stroke will be added under marking to show that editing work needs to be done and this editing is done by the pupil in purple pen.
- 5) There should be regular (at least weekly) opportunities provided for work to be corrected/improved.
- 6) Work should be marked as soon as reasonably possible and should be left for no longer than one week.
- 7) Marking where medals have been used may simply be in the form of highlighting the medal achieved.
- 8) Up to 3 spelling corrections can be underlined which focus on high frequency words or topic words. These words should be written in the back of books for pupils to practise.
- 9) In Maths, 'Check It' stations should be used to check after every 4/5 sums. This way there should never be a page of incorrect sums. Corrections to be carried out should be highlighted and corrections written in purple pen.
- 10) Positive rewards for good work may be given as appropriate; such as stickers, House Points and stamps.
- 11) In all marking teacher's handwriting should be clear and reflect the school style at the appropriate level.
- 12) All marking is to be initialed by pupil when read.
- 13) Incorrect answers in Maths will be indicated by a dot. Corrections may be subsequently be completed.
- 14) Personal targets can be ticked off when marking shows that these targets have been achieved 3 times (these should be dated with each tick at the front of the book).
- 15) Where pupils have self or peer marked, they should indicate at the bottom of the page e.g. 'Marked by James'.

## **Equalities statement for Marking & Feedback Policy**

At our school we recognise and celebrate the fact that British society is made up of people from diverse backgrounds and life experiences and as such, seek to reflect this in all of our school policies. In accordance with the Equalities Act 2010 our policies and learning and teaching strategies fulfill the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies. Through this policy we seek to:

1. Eliminate discrimination, harassment and victimisation.
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

At our school, we aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community and this is reflected in the content of each policy.

The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, role models and opportunities that challenge stereotyped thinking.