



Marking Policy

Adopted by Governors	June 2015
Last Reviewed date	
Next Review Date	June 2018

Ecton Village Primary Marking Policy

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Rationale

We believe that assessment strategies should be concerned with the whole child. The process of marking and feedback should enable us as teachers to make decisions about the education of our students as we track their progress and achievements. It should also assist planning to meet the needs of all children. As part of their education children are entitled to have their achievement recognised and used to shape their future learning, thus ensuring progression and continuity. Good assessment strategies enable this to happen. Assessment should be formative as well as summative and must point the way forward in the child's learning process as well as recording the point reached in any given area of the curriculum.

The Teachers' Standards State:

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Ecton Village Primary School Aims

- To evaluate and record each student's attainment and progress.
- To identify individual strengths and weaknesses.
- To provide feedback to children on how to improve their work.
- To motivate and encourage children to reach their full potential.
- To develop literacy skills.
- To provide reliable information to parents and colleagues about the progress and development of each child.

Marking and Feedback Expectations (KS1 and KS2)

All Work Must be:

- Marked in green pen.
- Initialled by the teacher.
- Ticked where appropriate to encourage the child.
- Marked for literacy – as a minimum this should be spellings, full stops and capital letters. Discretion should be used as to the number of errors corrected in one piece of written work.
- Highlighted in the margin to identify the extent to which the lesson objective has been met. If the LO is not recorded in the book, teachers should code M (met) P (partially met) and N (not met) for their own records.

- *I can use a number line to add numbers to ten. Not met*
- *I can use a number line to add numbers to ten. Partly met*
- *I can use a number line to add numbers to ten. Fully met*

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Literacy and Numeracy Marking

Books should be checked and initialled by the teacher each time children use their books. There should be one piece of formally marked work (FMW) each week. This work should be marked and assessed with clear DIRT tasks (Directed Improvement and Reflection Time) planned following the marking.

Topic and Foundation Subjects

Books should be checked and initialled by the teacher each time children use their books. There should be a minimum of one piece of formally marked work (FMW) each short term (every 6 weeks). Teachers should use professional judgement for the timing of this task. This work should be marked and assessed with clear DIRT tasks (Directed Improvement and Reflection Time) planned following the marking.

Homework

All homework should be marked and returned to the children before the next homework is set. All misconceptions should be addressed and literacy mistakes corrected.

Directed Improvement and Reflection Time (DIRT)

This work should be marked and checked by the teacher.

- Reference should be made only to the improvements requested.
- If it is an extended piece of improvement work it should be levelled or awarded a point score so the child gains an understanding of their current working level or point score. This does not need to be a complete assessment but may indicate a particular skill level the pupils have demonstrated or may be on a particular assessment focus. The type of assessment given should be clear from the teacher comments.
- Different types of improvement tasks may be given to children. These may include short tasks such as spelling corrections, responding to an extension question or adding in a definition.
- Professional judgement should be used when considering the timing of this task.
- The children should be given adequate time to act upon the targets set in order to improve their work.
- All literacy corrections previously identified by the teacher should be corrected and included.

Presentation of pupil work

- Teachers should have high expectations for the presentation of pupil work.
- Please read the handwriting and presentation policy in conjunction with this.

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Early Years Foundation Stage (EYFS) Marking and Assessment

Literacy and Numeracy

The child will respond to any verbal feedback in a different coloured pencil and self-assess against LO with teacher support.

All work should be marked in green pen.

Assessment against EYFS Profile Statements

- CQ is used to record all observations made of children's learning whilst accessing free flow learning opportunities
- Teachers must ensure there is a broad range of observations against each of the seven curriculum areas for every child.
- Observations must include: photographs, children's work and records of what children have said and done.
- Teachers must ensure that observations are kept up to date to ensure accurate assessment of children's progress. Records should be kept using the CQ tool.