

DRAYTON COMMUNITY INFANT SCHOOL



Marking Policy

To underpin the values and ethos of our school and our intent to ensure our children/young people are appropriately safeguarded this policy is included under the safeguarding umbrella.

Review date: annually
Ratified by governors: March 2010

Marking Policy

This policy forms part of a whole school teaching and learning policy. It relates to the ethos of the school and has direct links to curriculum planning and assessment.

How children's work is received and marked and the nature of the feedback given to them will have a direct bearing on learning attitudes and future achievement. The policy is consistently applied by all staff, clear in its purpose, manageable and is informed by pupils' individual learning needs and previous assessments.

Marking should be positive, clear and appropriate in its purpose-it needs to offer positive benefits to staff and children. The outcomes will be fed back into the planning.

PURPOSE:

- To recognise, encourage, reward and celebrate.
- To provide a dialogue between teacher and children relating to strengths and areas for improvement.
- To improve children's confidence in reviewing their own work.
- To indicate against success criteria.
- To provide evidence.
- To identify those children who need extra support/extension.
- To aid reporting.
- To inform planning.

PRINCIPLES:

- Wherever possible marking takes place with the child/children.
- Children are made aware of success criteria against which their work will be marked.
- The learning needs of each individual are understood and work marked appropriately.
- Work is marked in such a way that achievement is acknowledged and teaching points highlighted.
- Marking may be **oral** or **written**.
- Marking may be whole class, group or individual.
- Written feedback should be developmental.

Teachers at Drayton Community Infant School know that immediate feedback is the most effective and therefore this is most likely to be oral. (Current educational research shows this to be so).

General points:

- When curriculum planning marking will be discussed and noted.
- When written feedback is used planned time will be built into lessons for children to reflect and respond.
- Marking can take place during lesson time.
- Comments will be developmental, relating to planned success criteria.
- Peer and self marking can help to empower a child to realise his/her learning potential.

Reviewed annually