



# Fairchildes Primary School

## Marking Policy

<b>Date Edited:</b>	January 2024
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<b>Sections Edited:</b>	Marking and Peer Marking
<b>Next Review Date:</b>	January 2026

### **Introduction**

At Fairchildes we believe that the majority of marking should make the child feel positive about their work and show a recognition of their efforts. Marking practices are in keeping with the school's overall policy on assessment to ensure a consistent approach.

### **Aims and Objectives**

- For a pupil to know how well they are working, what their strengths are and what to do next to improve.
- To provide constructive feedback.
- To give suggestions for improving learning.
- To correct mistakes and offer encouragement.
- To assess children's performance against stated learning objectives.
- To ensure that each piece of work reflects the child's ability.

### **Other Subject Relevant Areas**

#### **Before marking**

Children need to know and understand the learning objective of the lesson and the criteria within which marking will occur which will be made explicit in the teaching within each lesson.

#### **Editing**

After each piece of writing, children should be given the opportunity to edit their work. They should check:

1. That their work makes sense and is grammatically correct

2. For spelling and punctuation errors
3. That they have met the learning objective and identify aspects of the criteria they have met
4. How they can uplevel work e.g. improve vocabulary

## **Marking**

Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback. (This must be indicated by "Verbal feedback" signed and dated.) The ratio of support should be indicated and whether support was for learning or keeping on task.

Children's work should be corrected as soon as possible after completion. (if possible, in the presence of the child).

Teachers should look for opportunities to provide positive public feedback to children. The detail and amount of marking needs to be in relation to the need and understanding of the child. Every child should be able to clearly understand the feedback to their work. Marking will show the children their work has been acknowledged and appreciated in terms of effort, content or outcomes.

Opportunities should also be given for teachers to have one on one conferencing conversations to discuss the child's work, their progress and their next steps.

In maths lessons there is a focus on more in the moment feedback and live marking to monitor work instantly. Marking in maths may include an extension, correction or addressing a particular misconception. It is acceptable for all adults in maths lessons to correct work and provide feedback and all are encouraged to make notes to capture vital comments and successes children have.

In foundation subjects, while written expectations are the same as in literacy, the focus of marking is more on curriculum content of the lesson. These pieces of work require a less detailed mark from the teacher. This makes a small contribution to reduce teacher workload while still monitoring and providing feedback for children's work in these subjects.

All marking should follow the school's marking code (which will be displayed in each classroom) to ensure feedback is consistent for all children across the school.

## **A piece of marking could include (where appropriate):**

1. A general comment on the overall feel of the piece and the amount of effort put into it rewarded with team points etc. where appropriate.
2. An acknowledgment of the child's previous target/s.
3. A relevant target for improvement (either written or given verbally) specific to that child and linked to the expectations of the year group

## **Peer marking.**

All children will be taught how to mark others' work against a set of criteria. This starts in key stage one through sharing of work, finding key words or making simple corrections in a piece of writing. Often this will take the form of a teacher model

marking a piece of writing with children. This does not replace the teachers marking as the teacher will mark the pupil's marking and make appropriate comments on this.

Children must be given time to read any written marking, to make corrections and where necessary discuss their target with their teacher. This should not be a quick five minute activity; pupils need time to read and digest teachers comments and questions and then to act upon them.

### **Marking Online Work**

Where work is set online on Google Classroom, teachers will mark work to the same standards as work completed in school and will provide children with the same opportunities to respond to marking and feedback. When online learning is being used with the majority of pupils, Friday will be designated as 'catch up day' allowing pupils to respond to feedback and edit work accordingly.