



## Wordsworth Primary School Marking Policy

At Wordsworth Primary School we recognise that marking children's work is an important level of communication between adult and child, with the main aim being to move learning on. When used sensitively, marking should also build confidence, raise self-esteem, teach children how to evaluate, edit and improve work and show them that their work is valued.

We aim to ensure that feedback will compliment, assist and move learning on, during the lesson as much as possible, thorough verbal and written feedback and modelling, but also through purple response. It should also provide opportunities for self assessment and development. Marking should be meaningful, consistent, positive, constructive and relevant to the task and child. It should also follow the schools clear symbols and procedures. See separate sheet for marking codes.

In marking children's work we will;

- Mark 'sections' of the work through 'live marking' or conferencing whenever possible.
- Enable the children to know how to improve their work and their 'next steps.'
- Involve the children in their own progress where appropriate.
- Look for misunderstandings/ gaps or confusion.
- Use marking to inform our judgements concerning progress of the children and to inform class planning, records and reports. (AFL)
- Give the children time to respond to their feedback.
- Be able to see its impact in children's books.
- Consider what the work tells us about the child, looking for strengths and areas for development.
- Check that children can accurately record their own work
- Comment on their performance and, where appropriate, ensure marking is developmental.
- Provide opportunities to celebrate achievement.
- Be sensitive to the amount of teacher's marks on the children's work

We recognise that it is not realistic for every single piece of work to have detailed attention and annotation but we will have regular focused and specific/deep marking (at least once a week) As often as possible, there should be opportunity to mark alongside the children so that they can immediately act upon advice given and the impact of this will be seen in their books. There is no set formula or expectation for the frequency of this as it will change according to the lesson context and needs of the children. We should aim to target PP children to mark with every lesson.

Specifically we will;

- Make children aware of the focus of the task and the criteria used for marking.
- Mark the work with the children, where possible.
- Make constructive comments that can be understood by the child.
- Give children time to take part in Teacher Talk/ read comments/ have comments read to them and respond/ act upon advice given. (purple pen)
- Where possible, involve the children in marking their own/their peers work.
- Provide children with a key to the marking criteria.
- Explain to the parents the school's marking criteria and procedures.