

Marking Policy

We mark written work to:

- Inform pupils on how they can make further progress
- Give feedback to pupils
- Build up our knowledge of individual's progress
- Inform our future planning

Key Principles

Make marking criteria explicit.

It is important to tell the pupils exactly what you are looking for in their work. It might be a target from their Independent Learning Plan or a subject focused target.

Mark selectively

Do not over correct. Pupils should be aware that not all errors will be corrected. You should use one constructive comment for What Went Well (WWW) and one comment for Even Better If (EBI). The comments should relate to the academic work and not focus on the behaviour or handwriting, unless the focus of the work is handwriting. There should not be continuous comments relating to handwriting being improved if work is not put in place to improve handwriting.

The pupils work will tell the journey of their learning so EBI comments should be able to be acted on in the next lesson/piece of work that the pupil does.

Spellings – try and limit to no more than 3 high frequency spellings if a major problem.

Ensure pupils work has a date and a title.

Involve pupils in marking

Give feedback in classroom at the point of writing. Encourage pupils to check their work. This encourages independence and helps them to start monitoring their own progress. Get them to read their work – this helps them to realize their mistakes.

Pupils could self-mark right and wrong answers – this encourages self-reliance.

In general:

- Mark in green pen.
- Return work promptly
- Mark on a weekly basis with WWW and EBI comments