

## *Hursthead Junior School Marking Policy*

<b>Revised and adopted by Governing Body:</b>	<b>Spring 2016 Teaching &amp; Learning Committee</b>
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<b>Changes:</b>	<b>Purple pens for editing</b>
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### **OVERVIEW**

At Hursthead Juniors, the outcome of most marking should be that a pupil feels a sense of satisfaction with his/her work. At the same time, whilst the focus of attention should be on the positive achievements, 'next steps' are considered a vital plank in the teaching / learning process, pointing the way for the child to further improve his/her work, and thus look forward to even more satisfying achievement.

### **OBJECTIVES**

- 1. CELEBRATE:** To ensure that all teachers celebrate what children have achieved or the progress they have made.
- 2. CORRECT:** To help pupils understand how to correct any mistakes to secure knowledge and skills more firmly.
- 3. COMMUNICATE:** To provide high quality feedback that guides pupils to improve their work even further so they achieve more highly.
- 4. ASSESS:** To ensure marking provides a means of formative and summative assessment for teachers.

### **AIMS**

Hursthead Junior pupils are encouraged to see each piece of work not as an end in itself but as part of a long-term learning process. A child leaving Hursthead Junior School and moving on to High School will be responsive to teacher/peer feedback and will actively engage in dialogue about how to improve his/her work.

### **STRATEGIES**

- Teachers will refer to the success criteria (often based on transferable skills) when providing a written comment on a child's achievements.
- Teachers will use the tickled pink/green for growth approach to highlighting children's work. The teacher will highlight in pink where a child has met the success criteria. Green will be used as a prompt for a child to return to their work to correct or improve it.
- Teachers will give children, as appropriate, a specific target for how to improve their work.
- Pupils will be expected to read feedback, act upon advice and respond to the target verbally or in writing. They will be taught how to do this as part of the feedback process. Purple pens are provided so that children can edit and improve their work clearly in a different colour. The emphasis will be on improvement not just correction.
- Pupils will be encouraged to self-assess their work to identify areas for improvement and engage in peer marking, effectively assessing work, under the supervision of the teacher, based on the success criteria.
- Teachers will use visualiser technology to model giving feedback or to discuss peer feedback.
- Teachers, when possible, will mark or give oral feedback in the presence of the pupil.
- Teachers will make a judgement about the depth and manner of correction/feedback that is appropriate - this may vary from pupil to pupil.
- Pupils will be given time in lessons to respond to feedback. This time also enables the teacher to check that the child understands the marking and responds appropriately.

### **OUTCOME**

Marking is designed at **all** times to further a pupil's attainment and progress.

### **UNCRC**

Article 28/29: Children have the right to an education which will help them to develop their talents and skills.

**SEE ALSO:** Subject Curriculum Policies; Teaching and Learning Policy; Assessment Policy