



## West Coker CEVC Primary School

### Marking Policy

This policy should be taken and used as part of West Coker Church of England Primary School's overall strategy and implemented within the context of our vision, instrument of government aims and values as a Church of England school.

The **main purpose of our marking is to provide valuable feedback to children, parents and staff, thus demonstrating achievement and areas for development.** Marking will provide evidence of achievement of learning objectives and target setting, informing future planning, aiding teacher assessment **and clearly guiding children in the next step of their learning.**

In order to ensure effective marking, it will be carried out during or soon after completion of a child's work. **Work will be marked in relation to the objective of the lesson.** Teachers will, when appropriate, comment on accuracy, presentation and whether or not the work is completed. Marking may also reflect on the progress made, process involved and the finished product, **as well as next steps and areas for improvement.** Pupils are encouraged to give a written pupil response, according to the pupil's ability. A system of symbols will be used to support marking for all ages and abilities. This response will be discussed with the class teacher. This response and discussion will take place before, or at the beginning of, the next lesson, contributing towards individualised learning. This level of marking will take place at least once a week, but may be more frequent.

At West Coker CE VC Primary School, we believe the most valuable feedback to children is verbal comments, highlighting the positive aspects of tasks undertaken **and identifying the next steps to progress.** When verbal feedback is given, the teacher's approach and attitude must reflect the positive comments made.

Not all pieces of work will be responded to in written form. Work carried out during a guided teaching session will be deemed to have received sufficient verbal and/or written feedback. Equal value will be given to a written or verbal response, depending on the nature of the work. The use of rewards such as stickers and stamps are an important tool in the praise and motivation of the child.

Throughout the school the marking system is universally applied. Through adopting this policy it is our intention to establish and maintain consistency, in all curriculum areas, which will benefit children and their learning.

Self-assessment and peer-assessment are powerful learning tools and will be used increasingly as children progress through the school. Children should be taught to carry out this assessment against lesson objectives or individual targets, as if they were the teacher.

## **Symbols:**

Symbols will be used as a pictorial reinforcement of what the marking requires the pupil to do.

- A green dot means this is not the correct answer, please try again (errors may also be underlined to draw attention to mistakes)
- ✓ A pink tick means the answer is correct.

**Pink Pen** – ‘Pink for Perfect’ – indicates how the lesson objectives or individual targets have been met.

**Green Pen** – ‘Green for Get Better’ – indicates the next steps for improvement against lesson objectives or personal targets. Next Step stamp indicates the same for Discovery class.

**I** - Independent work

**G** – Teacher led work (guided)

**S** – Supported work, the student had some help completing the question or task. This may be the whole lessons work or just one question.

**VC** – Verbal Comment given, to include a reminder for the pupil

**M** – Manipulatives used by pupil and the name of the manipulative

**Supply** – lesson taught by a supply teacher

Self-Assessment or marking completed using a purple pen

Review March 2024