

Marking Policy

This policy was adopted in response to the DFE's research 'Eliminating unnecessary teacher's workload around marking' and discussions had with staff. The main principle of our marking is that we see children's learning improve.

This Policy reflects our Christian vision based on Jesus the Good Shepherd John 10 v10.

- ❖ We adopt L.I (Learning Intention) for our objective.
- ❖ L.I should begin with: As a writer I... As an historian I...
- ❖ Teachers ensure the children have the L.I and Success Criteria in their books before they attempt the independent task. (Using the sticker printers so that the children can contribute to the Success Criteria).
- ❖ Teacher comments and marking should be done with a red pen.
- ❖ Teachers use highlighters to mark across the curriculum. Pink for 'tickled pink' and green for 'growth'. The words should be highlighted rather than underlined. They should mark against the L.I.
- ❖ Teachers should mark in the moment. If they find children making good progress, they pink it (positive praise) they may then want to give the child a challenge. If a child has a misconception or is finding a concept difficult, a green dot is placed beside the work and the teacher gives verbal feedback there and then. They will then revisit the child later on in the lesson to make sure they have fully understood and are progressing.
- ❖ Teachers will implement a system to make sure that they are able to feedback to children regularly.
- ❖ Children's responses to marking and feedback happen within the lesson.

- ❖ All self-editing and correcting should be done using the green polishing pens/green pencil in both Maths and Literacy.
- ❖ Reflection stickers to be used in foundation subjects, children answer these at the beginning of the next lesson.
- ❖ Any learning that has not been seen in the lesson by the teacher will be marked outside of the lesson. Teachers will use this to inform their next steps learning.