



# Marking Policy

**School:** Jigsaw Pupil Referral Unit

**Date Approved by Management Committee:** 13.03.23

**Chair:** Mr D. Hains

**Headteacher:** Ms E. Rothlisberger

**Review Date:** March 2025

## **Marking Policy**

### **RATIONALE:**

Jigsaw is committed to providing relevant and timely feedback to pupils, both orally and in writing.

Marking is intended to value pupils' learning, help to diagnose areas for development or next steps and evaluate how well the learning task has been understood. Marking should aim to create a dialogue with the learner through which feedback can be exchanged and questions asked; where the learner is actively involved in the process.

Clearly the form, frequency and language of marking will differ depending on the age and ability of a child and different year groups manage this in the most appropriate way for them but are broadly in line with an agreed format and using a common set of codes.

### **AIMS:**

We aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations. (What to do to improve their work/meet their targets)
- Use the marking system as a tool for formative ongoing assessment.
- Improve standards by encouraging children to give of their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their achievements.
- Create a dialogue which will aid progression.

## **Principles of good marking**

Good marking or annotation of children's work should:

- Be positive, motivating and constructive
- Be at the child's age appropriate level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular and reviewed by the teacher.
- Provide information for the teacher on the success of the teaching
- Relate to the Learning Objective of the lesson set but also relate to basic skills in English linked to handwriting and spelling
- Positively affect the child's progress
- Contain comments from the teacher which are particularly focused and diagnostic revealing very good subject knowledge
- Relate to literacy targets in written pieces particularly those linked to basic skills.
- Ensure children can actively demonstrate understanding of targets set
- Be consistent across all subjects

## **All teachers will adhere to the above principles and:**

- Ensure that all work provided is marked.
- Give regular written and oral feedback
- Provide time in lessons to review work from previous lessons
- Adjust planning in the light of marking
- Make learning objectives explicit
- Involve children in the process from an early stage
- Ensure children are clear about the teacher's expectations
- Use children's work as exemplars – WOW Work

## **Management of marking.**

- Marking is timely and regular; it forms part of a teacher's regular routines.
- Teaching assistants mark work alongside children; teachers train TAs in the use of the marking policy and manage its practice. TAs will initial work they have marked.
- Management ensure that marking is managed well in classrooms and undertake regular formal marking scrutiny.
- Moderation of marking and levelling within and between year groups helps to ensure parity of assessment, development and ownership of this policy by all teaching staff.
- This policy is published on the school website for parental scrutiny and comment.

## **Practicalities.**

- It's not necessary to mark every piece of work in detail, but marking should acknowledge that it's been viewed with a tick or a (partial) box and cross. No work is left unmarked.
- Detailed marking feedback appears on key pieces of work frequently, where appropriate. Feedback is pitched at around the level the child is working and usually relates to the Learning Objectives.
- Comments are specific and of direct use to the learner (e.g. "perfect use of semi-colon in this bit [arrow to semi colon] – well done" rather than, "you can use advanced punctuation – well done").
- Comments are routinely directed to the learner in language and tone accessible to them. Positivity is emphasised, including for next-steps comments.
- Teacher's handwriting in comments is legible (modelling a joined style where appropriate) to the child concerned.
- Highlighting of impressive sections of work is used to identify work which has met pupil's individual target.
- School-wide marking codes are used wherever possible, to cut down on marking workload and to keep marking low-key. The codes are on clear display in the classroom
- Stickers are used on each piece of work to indicate the objective, child's participation (independent, fully or partially supported).

- Next Steps will be highlighted at the bottom of the work using the NS code.
- Oral feedback is used regularly by all teaching staff and a code for the feedback marked on the work.
- Time is also set aside for marking and response within the lesson. Marking and feedback within the lesson operates as a learning activity in its own right; children see themselves as evaluators of their own learning.
- No more than three spellings are corrected per piece of work; determined by child's spelling age and level appropriate.
- Issues from marking contribute to medium and short-term term planning is adapted to address these identified needs. Individual issues from marking also contribute to target-setting and evaluation of these targets.