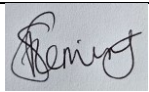




# DERWENT VALE PRIMARY AND NURSERY SCHOOL

## MARKING POLICY

<b>Approved by<sup>1</sup></b>	
<b>Name:</b>	Stefanie Fleming
<b>Position:</b>	Chair of Governors
<b>Signed:</b>	
<b>Date:</b>	22 <sup>nd</sup> May 2024
<b>Proposed review date<sup>2</sup>:</b>	May 2025

## **Rationale**

To ensure that all children have their work marked in such a way that it effectively improves their learning, develops their self-confidence, raises self-esteem and provides opportunities for self-assessment.

Marking will provide feedback to children to enable them to make progress in their learning and will inform teachers' planning and monitoring through Assessment for Learning strategies.

## **Purpose**

### **To help pupils to:**

- Understand what they have done well
- Understand how to improve
- Make visible signs of improvement as a result of feedback

## **Principles**

Marking of children's work can have different purposes at different times. Marking consists of self-assessment, peer assessment, oral and written assessment.

Marking and feedback will be consistent with the principles of Assessment for Learning (AfL).

- Whenever appropriate/possible, teachers should provide feedback to children
- Marking either written or verbal should be regular and where possible completed with the child
- Incorrect spellings to be marked 'sp' and copied out 3 times
- Children are given time to reflect on previous learning and encouraged to look back at previous linked learning
- Marking should be linked to learning intentions/success criteria/targets/learning questions
  - Highlight green achieved
  - Highlight yellow/orange partially achieved
  - Highlight pink not achieved
- Where verbal feedback is given for pupil's recorded work 'vf' is used.
- Frequent work scrutiny and discussions with pupils are undertaken by senior leaders to ensure marking is consistent and effective.
- Regular daily skills sessions, such as handwriting and SPaG may be marked with a tick as verbal feedback is given throughout every session.
- Work in Art sketchbooks will not be marked. Instead, verbal feedback, reflection, self-evaluation and constructive dialogue will be a regular feature of each session.

## **EYFS**

- Mainly oral feedback is given
- Staff to read comments to pupils
- Evidence is collected and uploaded to Tapestry
- Evidence is linked to Characteristics of Effective Learning and Development Matters.
- Evidence is judged against Early Years Outcomes/Development Matters
- Termly collation of data is assessed against Early Learning Goals (ELGs)