



## **BPS Marking Policy**

Marking is viewed as essential to, and an integral part of, effective teaching and learning. The purpose of marking is to provide information for a range of audiences:

- Pupils – so that they know what they have done well and how they can improve
- Teachers – as part of the ongoing formative assessment process and as an aid to planning for progress
- Parents – so that they can be informed about how their child is progressing
- Senior Leaders – so that they can monitor the quality and rigour of feedback to children. Quality of marking is one aspect (along with work scrutiny, progress data and outcomes of lesson observations), of teacher's work that is taken into consideration when making judgments about performance.

### **What do we mean by marking?**

Marking is the oral and written feedback to children, the former given immediately to children and the latter as a record of discussion. Marking will focus on:

- The quality of the child's work and not on comparisons with other children
- Specific ways in which the child's work could be improved
- Improvements the child has made compared with their earlier work

### **Expectations of marking of Literacy and maths focussed work:**

- **All** work should be marked by the class teacher
- The marking code should be applied consistently to all work, focussing on corrections relevant to the child's ability and current targets
- At least once a week, work should be 'deep marked'

### **What do we mean by 'deep marking'?**

- Deep marking highlights what has been achieved and what needs to be improved in order to move forward.
- The 'Stars and a wish' approach will identify what the child has achieved (stars) and what their next step would be to improve their work and make progress (wish). Decisions about the number of stars and wishes given is left to the teacher and is dependent on the child's stage of development. There is no limit on the number of stars, but one wish is considered to be manageable and most effective. Stars are to be embedded in the body of the work (rather than as a list at the end), and wishes should refer to actions on the current piece of work (rather than wishes for next time), and come at the end of the piece of work.
- Pupil response to marking is expected at all levels and time will be allocated for children to do this. The record of dialogue between teacher and child is vital

- Self and peer assessment is actively encouraged. It is expected that evidence of this will be plentiful in children's books. The skills to be able to do this effectively will be taught to children
- All marking will be positive, feeding the intellect not the ego – avoid 'good work' and 'well done'
- Use praise effectively and regularly to celebrate achievements – but do not over praise; 'excellent' is only used if the work is truly excellent and if the praise is qualified...why is it excellent?

### **How often should teachers 'deep mark'?**

- **At least** once a week in literacy and maths
- For all other subjects, at least one in three pieces of work

### **Reference to Learning Intentions in deep marking**

- All learning must be made clear at the start of the lesson and effectively modelled. Children should not be having to guess what the teacher wants them to learn
- As soon as they are able, children should write the LI at the beginning of their work
- For younger children it could be copied and stuck in where appropriate – and referred to in the marking. Spelling mistakes made by children when writing the LI should always be corrected

### **What colour should be used when marking?**

- Teachers mark in blue, TAs in green
- Children self assess and peer assess in red

### **Teachers' handwriting**

- **It is vital** that children can read the teacher's handwriting and a clear, cursive style should be modelled. Effort spent on marking is wasted if it cannot be read or understood

### **Moderation of marking**

- SLT will monitor the quality of marking termly during scrutinies of work
- The assessment leader will monitor the quality of marking at least twice a year
- Phase leaders will ensure that time is made for moderation of marking across their key stage at least twice a year
- A collection of samples of well marked work for each year group, and marking which exemplifies the expectations, is available for new members of staff to study