

## **Marking Policy**

### **Introduction**

At BIPS, it is important to provide constructive feedback to students, focusing on success and improvement needs against learning objectives. This enables students to make decision about their own achievements and become reflective learners, helping them to close the gap between what they can currently do and what we would like them to be able to do.

### **Aims**

- To reinforce high expectation
- To inform future planning and learning
- To motivate and provide children with their next steps of learning

### **How do we mark?**

- Teachers use green pen when marking children's work in books and Peer and Self-assessment in blue pen.
- Students should be given the opportunity to reflect both on their own and their peers learning. This begins verbally and progresses with symbol marking and as the children are able they comment on their own work and the success of others against the Learning Objective (Strength and Improvement).
- Focus and developmental marking by the teacher takes place daily and in all subjects. It should comment on the learning objective, celebrate success and provide next steps for learning for example 1 strength and 1 Improvement.
- In the marking feedback, student should be given a question or task to complete to ensure they are always active participants in their own progress.
- Spelling bank should be in the back of exercise books. Students are expected to look up the correct spelling independently and record in the back of their exercise book.

### **Oral Feedback**

It is important for students to have oral feedback from the teacher working with them. The member of staff might initially talk to the student about how they have met the learning

objective and then question the student about a specific part of the work. This may be to correct a child's understanding or to extend their learning.

Children of all ages need oral feedback from time to time. VF (Verbal Feedback) indicated that oral feedback has been given.

### **Children**

Reflection on their own and others work. Students should be able to give and receive critical feedback using objective criteria to identify the next steps for learning.

### **Teachers**

Identify examples of successes within the work against the learning objective and tick that success to draw the children attention to what they have done well.

Provide a motivational comment and an area to develop for example, remember now.. next try to.

### **Class Teachers**

- Develop an atmosphere in which children are motivated to learn from mistakes and targets given from marking.
- Challenge and support all children to do their best.
- Have a thorough and up-to-date knowledge of the marking policy for the school.
- For marking to reflect individual children's needs.
- Use marking and assessment data to set targets and give children clear and constructive feedback.
- Have the agreed marking symbols displayed in the classroom for children and parents. These will vary depending on the age of the children.

### **Leadership Team**

- To ensure marking is consistent throughout the school.
- To ensure that the Marking Policy of the school is being effectively implemented.
- To monitor the quality of marking.

### **Secondary**

<b>Marking Symbols</b>	<b>Symbols</b>
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sp	Record sp in the bracket where a word is spelt incorrectly. Underline this line with wavy line.
^	To include a missing word.
O	To indicate absence of a punctuation mark.
√	To indicate an acknowledgement of understanding, comment may be added.
Vf	To indicate verbal feedback has been given directly to the student.
*	To indicate next steps of learning.
DL	Directed Learning

### **Primary**

<b>Marking Symbols</b>	<b>Symbols</b>
Vf	To indicate verbal feedback has been given directly to the student.
sp	You are asking children to check their spelling
*	To indicate next steps of learning.
DL	Directed Learning