

## **Castle Hill CP School** Marking Policy

Castle Hill marking policy is underpinned by the following key principles.

### **We believe that good marking practice:**

- Requires teacher/pupil sharing of the Learning Intention and Assessment Criteria
- Indicates strengths and weaknesses
- Involves the pupil in reflection and review
- Is reviewed and developed regularly

### **The purposes of marking for assessment are:**

- To ensure learning against specific Learning Intentions and Curricular Targets, which the children should know in advance
- To provide information for assessment and to inform planning
- To celebrate success whenever possible in order to raise self esteem
- To provide clear and constructive feedback to pupils about the strengths and weaknesses in their work
- To direct pupils to what they need to do to improve their work and clear up misunderstandings
- To set new targets together with their teacher
- To help parents understand strengths and weaknesses in their child's work

### **Marking should encourage a child to develop:**

- A sense of achievement
- Target setting skills
- Pride and self esteem
- Self evaluation skills

### **Managing marking:**

- All work is marked; this will include using the following abbreviations and highlighting the learning intention with the traffic light system.

| <b>Mark</b> | <b>Meaning</b>                 |
|-------------|--------------------------------|
| WWCT        | Worked with class teacher      |
| WWTA        | Worked with teaching assistant |
| IW          | Independent work               |
| LIM         | Learning intention met         |
| RP          | Response partners              |

|        |                 |
|--------|-----------------|
| ☺      | Self assessment |
| ☹      | Self assessment |
| ☹      | Self assessment |
| sp     | Spelling        |
| ^      | Missing word    |
| Supply | Supply teacher  |

- A child's work is marked in depth by the teacher at least once a week. (Literacy – 2 stars and a wish, Numeracy – development point).
- Time is given for children to respond to marking.

### **Ways of responding to children's work:**

- Mark with the child and give oral feedback
- Mark with the child absent and give written/verbal feedback
- Share work with the class
- Display work
- Share work in class assemblies
- Photograph work, process as well as finished product.
- Give the children targets to work on
- Give the children time to respond to feedback.

### **Monitoring:**

As part of their regular Work Scrutiny the Senior Management will look at the quality of marking and how the marking raises children's achievements.

A portfolio of marking showing good practice will be compiled.