



Marking Policy

Clarity Independent School

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At Clarity, we are sensitive to the individual needs of every learner and take into account their individual learning styles and emotional needs. We, therefore, require a marking policy which is standardised across the school but one which allows for teachers and learners to make adaptations to suit their needs.

Aims

Quality marking should enable all pupils to understand their own achievements, progress and to know what they need to do next to move on further. We need to mark to give guidance, encouragement and motivation. We mark as part of our formative assessment strategies to inform future planning.

Skills and Knowledge

Pupils should know the Learning Objective of a lesson and the Success Criteria (which should be generated by the pupils whenever possible) against which their work will be marked. Both these aspects should be built into lessons and referred to throughout through the use of mini-plenaries, allowing the pupils to take more responsibility for their learning. Once a task is complete, it is marked and feedback should reflect the ways that the success criteria have been met, have yet to be achieved or suggestions for ways forward given Pupils must be allowed time to reflect on feedback and respond. Feedback and responses may be written or oral. Written feedback is intended to guide the pupil, although other people (parents, Head teacher, subject leaders etc) may see it. Feedback may be given individually, to a group or the class throughout the lesson and in plenaries. Feedback can also be linked to pupils' individual targets.

Management

It is the responsibility of all teaching staff (including HTLAs and TAs) to see that the demands of this policy are met. As a staff team, teachers, HLTAs and TAs will monitor 'book work' to ensure continuity of approach within classes and across the school. The Head Teacher and Deputy Head Teacher will regularly monitor marking in line with the School Improvement Plan.

Curriculum

We mark work for all subjects of the curriculum. In P.E. and other practical subjects, feedback is usually oral.

Teaching and Learning

- Plenaries will be planned to assess progress and correct misconceptions/difficulties
- Feedback, if written, will be clear, legible, neat and in green pen
- Pupils should use coloured pens (other than blue or green) when editing, correcting, marking or reflecting on their own or others' work
- If pupils are marking work as a class, or making corrections, they may not rub out their first effort but draw a pencil line through the error with a ruler
- Proof-reading will be expected as soon as it is appropriate
- All maths work must be marked and time must be provided to allow pupils to attempt corrections
- A question/suggestion/extension/reflection/comment must be provided by staff or children.
- Five minutes will be allowed at the start of each lesson to enable reflection and response to marking
- Pupils should be involved in marking, self-evaluation and peer assessment. Pupils should also be given the opportunity to mark their own and others' work, to make improvement suggestions and to act upon the suggestions made in the first five minutes of the lesson.
- When pupils do mark their own or another pupil's work, the teacher must always review this marking
- Coloured pens (not blue or green) to be used by pupils when self, peer or group marking/editing/reflecting etc.
- A tick should be placed next to the LO if achieved. Pupil to tick in chosen colour and staff to tick in green.

Special Educational Needs

This policy applies to all pupils. Clear feedback, verbally and in writing, is especially important to guide these pupils. The comments will make a difference if they are precise and relevant to a particular child's needs and they can be closely linked to Individual Education Plans (IEPs) and personal targets.

English as an Additional Language

This policy applies to all pupils. Verbal feedback will be most appropriate initially, leading to other methods as necessary.

Inclusion

All pupils in school, regardless of gender, ethnicity, culture, religion, language, age, ability, disability and social circumstances will have their work marked and receive appropriate feedback for their age and ability.

Assessment

This policy is closely linked to the school's Assessment Policy. Careful marking and objective feedback inform both formative and summative assessment and guide future planning to promote progress.

INSET

Training will be provided for staff in line with the School Improvement Plan and Performance Management.

The Assistant Head Teacher will provide additional support for new staff and where individual needs are identified.

Clarity marking code

Teachers mark in green pen.

Pupils mark in coloured pen (but not blue or green).

√ **LO** (ticked) = Learning Objective has been fully met

VF = Verbal feedback/conferencing has taken place

WS = Work completed with support

I = Work completed independently

underlined

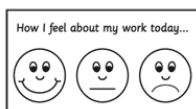
Sp (*in the margin*) + word **undalined** = spelling correction needed. Teacher/pupil to write correct spelling(s) above [*pupils to self-correct where relevant to the learning objective and learning of key vocabulary*].

Nice = a wavy underline indicates a 'fuzzy' word – find a more powerful synonym or a more suitable word/phrase.

^ = a word has been omitted here

O = punctuation missing or incorrect

// = a new paragraph needed



= pupil self-assessment at end of the lesson

***** = What has been done well (*linked to LO/SC*)

NS = Next steps/things to improve/questions to make you think deeper