

Ladywood Primary School



Marking Policy

January 2018

Fundamental Principles

At Ladywood Primary School we believe that marking is an integral part of the teaching and learning process. Its purpose is to assess whether the children have met the learning objectives and to inform both the child and adults of their achievements.

The marking process

All teachers share learning objectives with the child at the start of each lesson and layered learning targets. Subsequent work which relates to the Learning Objective will be marked according to the traffic light system.

- A green mark means the child has met the learning objective.
- An orange mark means the child will meet the learning objective with a little more support.
- A red mark means the child has not met the learning objective.

All children are made aware of the traffic light system and understand what the colour codes refer to.

In addition staff indicate, usually with a tick, which of the layered targets a child has achieved success with during a lesson.

Level of support

It is important to indicate the level of support a child has received in order to complete a task.

- (I) means the child has completed the task independently.
- (T) means the child worked in a group that received the focussed support of the class teacher.
- (TA) means the child worked in a group that received the focussed support of a support assistant.
- (R) means the child used resources to support them in their learning.

- (VF) means pupils have received verbal feedback.

All children are made aware of these codes and understand what they mean.

Constructive Comments

- Marking comments reflect the learning objects.
- Comments are a result of class teacher, TA, HLTA or peer marking.
- Targets provide children with next steps in their learning.
- For our youngest children comments serve to support adults working with pupils on their next steps.

Self/Peer Assessment

At Ladywood we believe that children learn by assessing their own and learning (self-assessment) and that of their class friends (peer assessment). Pupils indicate upon layered target stickers how they feel they or their peers have achieved within a lesson by circling an appropriate face.

Follow up activities

- Where appropriate time is allocated for children to edit or correct their work while it is fresh in their minds.
- At times children will be chosen to reinforce their learning with an adult. Adults will annotate work to indicate this has happened.
- Targets will serve as a reminder to children when they complete their next piece of work.

This policy will be reviewed bi-annually unless changes in school practice determines otherwise.

Monitoring and Review

The staff at Ladywood will review this policy biannually. The SLT may determine that this policy needs to be reviewed earlier for example if the Government introduces new regulations, or if the SLT receives recommendations on how the policy and practice might be improved.

Policy reviewed in 10.01.2018.