



# **Victoria Academy**

# **Marking Policy**

**Updated: September 2016**  
**Adopted By Governing Body: September 2016**  
**Review Date: September 2018**

# Victoria Academy Marking Policy

## Introduction

We are committed to a positive approach to marking children's work at Victoria, where children's achievements are praised and valued. The marking of children's work offers the opportunity to celebrate achievement, identify areas for development and extended learning and set future targets. We feel it is important that our methods are accessible to all children and they are also involved in the process.

Marking and feedback can be verbal, written and part verbal /part written. We know that learning is most successful when teacher and pupils are clear about the objectives of a particular piece of work and marking can then advise the pupil how well they have done and what they need to improve on. Marking involves ongoing assessment, feedback to learners and record keeping for teachers.

All teaching staff have been involved in the development of this marking policy and non-teaching staff have been consulted and advised about its content. As a result of this policy there will be greater consistency in the way that children's work is marked and the involvement of children in the marking and assessment process across the school

## Purpose of Marking:

It is vital that teachers, Teaching assistants, parents and children should understand the purpose of marking.

Marking should:

- Help pupils to become better learners by providing them with feedback, giving a clear picture about what they have done well and what they need to develop.
- Act as a check to keep track of work and see if pupils have improved on their former work.
- Raise attainment in school, as pupils become better learners.
- Help schools to be accountable to pupils, parents, external agencies and the wider community.
- Feed into learning and teaching.

*The best practice in marking will be closely linked to clear objectives. However teachers should look out for opportunities to recognise and celebrate unexpected learning.*

## How we mark children's work:

The following agreed procedures for marking children's work will be implemented by all staff:

- The marking of children's work can be verbal or written.
- Children's work should be marked as soon as possible after completion and, whenever possible, with the child/ children.

- Children should be involved, wherever possible, in developing the success criteria for a piece of work.
- Generally work is marked against the learning objective/success criteria with areas of strength highlighted and an area for improvement identified. A comment should be made which indicates how the work could be strengthened **R** (Respond) and where appropriate a positive comment made. This is so that the child understands to what degree he or she has been successful and then, importantly, how the work can be improved next time.
- Children require time and opportunity to act upon these comments or to make their own improvements. When re-marked, marking will show a **C** (Corrected)
- Children should be empowered to mark and improve their own work and that of a close partner through extensive modelling, discussion and comparison of quality.
- The use of personal and layered targets will provide opportunity for children to be involved in the marking process and to be able to identify their own route to improving their work. **T** (Target)
- The use of Scooby Doos, smiley faces, stamps and other rewards should be at the teacher's discretion.
- Positive public feedback to children concerning work which is of relative high achievement will be given in the class and may also occur in Friday's Achievement Assembly, and work of the month assemblies. Children may also show their work to the Headteacher or another teacher in order to acknowledge special effort.

We ensure that our marking policy is implemented fairly and effectively regardless of gender, ethnicity and Special Educational Needs.

### **Monitoring and review:**

The senior leadership team and subject leaders will be responsible for monitoring the implementation of this policy through book sampling and pupil interviews. The desired outcomes of this policy are improvement in children's learning and the raising of standards across the curriculum.

This policy will be reviewed: September 2018

Agreed by Staff:

Date \_\_\_\_\_ Signed: \_\_\_\_\_ (Headteacher)

Agreed by Governing body:

Date \_\_\_\_\_ Signed : \_\_\_\_\_ (Chair of Governors)