

Marking Policy



Wetherby School
Little Wetherby and Reception
19 Pembridge Villas
London
W11 3EP

Wetherby School
Years 1, 2 and 3
11 Pembridge Square
London
W2 4ED

Marking Policy

Policy reviewed by: Anna Dingle

Review date: June 2021

Submission: June 2021

Policy actioned from: September 2021 – August 2022

Next review date: June 2022

Reviewer's Signature:

Handwritten signature of Anna Dingle in black ink.

Head Teacher's Signature:

Handwritten signature of the Head Teacher in black ink.

Circulation: This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby School; 'parents' refers to parents, guardians and carers.



Wetherby School

Marking Policy

To be read in conjunction with Wetherby School Marking Consistencies

Successful learning occurs when children have ownership of their learning and when they understand the goals for which they are aiming. The provision of effective feedback is a key feature within this and should help children to recognise and take their next steps.

The purpose of marking at Wetherby School is:

- To assess pupils' understanding of learning objectives and success criteria
- To inform future planning and teaching (including the planning of differentiated tasks, to identify those who need support or further challenge, and the need to re-visit specific concepts or skills)
- To give value to what has been achieved through feedback and encouragement
- To provide clear, guidance to pupils about their gaps in their learning and next steps
- To provide evidence of assessment when reporting to parents

We believe the most important part of the marking process is live marking and / or comments (verbal or written) made by the teacher or peer (rather than any mark or grade). For marking to be of real value, it should:

- Take place alongside the pupil (where possible)
- Acknowledge pupils' efforts and be encouraging
- Provide opportunities for pupils to be involved in group and peer marking
- Provide targets/next steps where appropriate (written or verbal)
- Encourage reflection through questioning e.g. 'Can you...?' 'How do you know...?' 'Why do you think...?'
- Relate to objective and success criteria (where appropriate)
- Be constructive, concise, relevant and specific
- Be appropriate for the pupils age and reading levels (if written)

There should be a range of marking evident in the boys' books, this may include, diagnostic teacher marking involving written comments through a star and wish (please see appendix), teacher acknowledgement, verbal feedback (vf) peer marking and self-marking.

From Reception the boys will be introduced to yellow to identify a ray of sunshine (something good) and green to grow (area requiring development).

Each book will have a sticker reminding the boys of this:

In your son's book you will see the following:	
	Sunshine yellow – this is when your son has achieved the objective and it shines through their piece of work.
	Green to grow – these are skills your son needs to practise and develop.

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All work should have 'Can I' Learning Objectives with accompanying child friendly, concise success criteria to support learning.

When a lesson is covered, at short notice, by another member of staff work should be marked appropriately and stamped with a 'lesson taught by...' and a motivational stamper.

Marking consistency will be monitored through regular book scrutiny, carried out by subject leaders and SMT.

This policy will be reviewed annually

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Appendix 1 Reception

Reception pupils receive much 1:1 **oral feedback** with regards to their written work.

A range of motivational stickers and stampers are used to praise positive work as well as to indicate when a task has been completed with adult assistance.

Across the pupil's year in Reception the pupils are introduced to the whole school concept of yellow and green and towards the second half of the year more formal written marking including the star and wish.

Emerging writers work will be annotated where appropriate.

Appendix 2 Years 1-3

Fix it Fridays

Between 8.30-8.50am, on a Friday morning, boys are encouraged to look through their books and find and respond to green wishes. This will begin in the Autumn Term in Years 1-3 and Spring Term in Reception.

Homework

Weekly homework (Years 1 to 3) is marked and stamped with encouragement and verbal feedback is given to address misconceptions if necessary.

Holiday Homework

All boys who hand in holiday homework will receive a personalised certificate to celebrate their effort. The pack itself will be ticked and acknowledged by signing initials at the bottom of each page and will be sent home with other work at the end of each term.

Appendix 3 Stampers



In conjunction with a range of stickers or written v(f)