

# St Mark's CE Primary School

Ramslye Road  
Tunbridge Wells  
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## MARKING FOR IMPROVEMENT POLICY

Headteacher: Robin Dungate  
Chair of Governors: David Hill

**Created: December 2011**  
**Updated: June 2015 and May 2016/17**  
**Ratified: 16<sup>th</sup> May 2017 FGB**  
**Review date: May 2019**

**Signed by Chair of Governors: \_\_\_\_\_**

**Date: \_\_\_\_\_**

At St. Mark's we believe every child should have the opportunity to achieve and succeed at the highest level regardless of gender, race or ability.

Aims :

- to make sure the criteria for success is shared with and understood by the pupils
- to ensure pupils are clear about what they have done well and what they need to do to progress
- to give regular feedback to pupils about their work
- to make sure it informs the review and evaluation of teaching plans
- to make it clear to pupils and parents what is being asked of the child
- to involve our pupils in their own assessment and marking

Marking should be successful if it:

- \* refers directly to the learning objective
- \* is constructive
- \* supports the child and moves their learning forward
- \* is specific and focused and does not attempt to cover everything
- \* includes oral and written feedback as appropriate
- \* provides a check that work has been successfully completed
- \* recognises the progress and effort made

When marking teachers need to:

-Ensure the learning objective is recorded and mark all work daily against the learning objective (LO met stamps/ stickers)

-Adults marking in purple and children respond in green.

-Make personal, short, constructive comments which recognise the child's achievements, encourage improvement and inform the child of the next step in his or her learning

-Ensure all pupils receive developmental marking comments at least once a week in literacy and maths, on a regular basis in Science and RE and as appropriate in other subjects

-Encourage support staff to mark focus group work (in purple) commenting on understanding, strategies and accuracy)

-Make sure any requests for consultation with a child are followed up and any misconceptions /difficulties are addressed

-Ensure pupils have regular opportunities to respond to marking comments and make corrections or improve their work

-Give opportunities for response partner or peer/group marking and assessment

-Use a neat, legible style of handwriting

-Children's corrections should be written in green pencil / pen