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**Glebe House School**

**Marking Policy**

**Introduction**

**Marking should:**

* Provide meaningful feedback to the child
* Highlight areas for development / improvement / correction thereby enabling the child to identify clear ‘next steps’ or ‘targets’
* Enable the teacher to record progress related to learning objectives
* Inform future planning of lessons
* Be relevant and understood by the child

**The above bullet points refer to occasions when full marking has taken place. This is at the discretion of the teacher, as not every piece of work will require full, in depth marking. A minimum of one piece of work per half term should be marked in this way to provide enough feedback to pupils.**

**Teachers should:**

* Keep books marked, up to date and available for the next lesson
* **Give pupils time to read and respond to marking**
* Comment on literacy and numeracy targets where applicable, in all subjects
* Use the marking code to provide consistency across subjects

**Where pupils correct, this is to be completed in a contrasting colour of the teacher’s choice – either pen, or pencil, as long as it is clearly distinguishable from the original body of work.**

**Book Scrutiny**

SLT will carry out a book scrutiny each term to check that this policy is being adhered to, that differentiation is being carried out and planning being followed. SLT also reserve the right to take books at random and may come into lessons to take a look at exercise books.

**Effective Marking**

**Effective marking does the following:**

* Gives children feedback about strengths and weaknesses in their work.
* Rewards and encourage effort and progress
* Identifies individual children and groups who need specific help
* Provides a record of progress
* Informs future planning
* Helps other adult/parents understand strengths and weaknesses
* Show a marking dialogue, showing pupils engaging with the marked work

**EYFS Marking guide**

* Long date for written pieces of work/ short date otherwise
* Mark aspect of work related to learning task/ objective
* PINK for THINK
* GREEN for GOOD or GO!

EYFS Example:‘**F is beginning to use names for solid 3D shapes (N:SSM 40-60)’**

**‘Think about how many faces and sides this shape has. (N: SSM ELG)**

* Best marking is **ORAL** and done with the child at the time
* Teacher speaking to children about their work will be marked

**TT** (teacher talk)

* Teacher stamper may be used: **Independent work, Teacher Assisted, Adult Assisted**
* Spellings children should know are re written in pencil
* Stickers/stars/ certs used for good content/presentation/progress.
* Sometimes work p/copied + sent home for parents to see.

**Marking Key for Prep and Pre-Prep**

In all subjects, where practical, the following abbreviations and other features will be used.

* Work has been seen and is correct (can X or colour spot incorrect work)

∧ Word missing

Grammatical mistake - underlined and corrected

Letter circled – capital letter used incorrectly or one needed

Circle in a sentence – punctuation is missing

I or stamped – Work completed independently

WH or stamped – Work completed with teacher support (With Help)

WEH or stamped – Work completed with extensive teacher support (With Extra Help)

Highlighted in green– ‘good for green’ - good work that meets the learning objective or individual target

Highlighted in pink – ‘think for pink’ – work that could be improved

F or stamped – Verbal Feedback Given – often with a brief comment

T – Target

/ - New Sentence needed

// - New Paragraph needed

sp – and word underlined – spelling mistake

V - poor choice of vocabulary, could the word be changed or improved? (V stands for Vocab.)

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| Policy initiated | September 2018 |
| Review Frequency | Annual , as necessary |
| Latest reviews with changes made | March 2022 |
| Review due date | September 2022 |