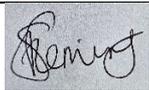




DERWENT VALE PRIMARY AND NURSERY SCHOOL

MARKING POLICY

Approved by¹	
Name:	Stefanie Fleming
Position:	Chair of Governors
Signed:	
Date:	21 st May 2025
Proposed review date²:	May 2026

Rationale

To ensure that all children have their work marked in such a way that it effectively improves their learning, develops their self-confidence, raises self-esteem and provides opportunities for self-assessment.

Marking will provide feedback to children to enable them to make progress in their learning and will inform teachers' planning and monitoring through Assessment for Learning strategies.

Purpose

To help pupils to:

- Understand what they have done well
- Understand how to improve
- Make visible signs of improvement as a result of feedback

Principles

Marking of children's work can have different purposes at different times. Marking consists of self-assessment, peer assessment, oral and written assessment.

Marking and feedback will be consistent with the principles of Assessment for Learning (AfL).

- Whenever appropriate/possible, teachers should provide feedback to children
- Marking either written or verbal should be regular and where possible completed with the child
- Incorrect spellings to be marked 'sp' and copied out 3 times
- Children are given time to reflect on previous learning and encouraged to look back at previous linked learning
- Marking should be linked to learning intentions/success criteria/targets/learning questions
 - Highlight green achieved
 - Highlight yellow/orange partially achieved
 - Highlight pink not achieved
- Where verbal feedback is given for pupil's recorded work 'vf' is used.
- Frequent work scrutiny and discussions with pupils are undertaken by senior leaders to ensure marking is consistent and effective.
- Regular daily skills sessions, such as handwriting and SPaG may be marked with a tick as verbal feedback is given throughout every session.
- Work in Art sketchbooks will not be marked. Instead, verbal feedback, reflection, self-evaluation and constructive dialogue will be a regular feature of each session.

EYFS

- Mainly oral feedback is given
- Staff to read comments to pupils
- Evidence is collected and uploaded to Tapestry
- Evidence is linked to Characteristics of Effective Learning and Development Matters.
- Evidence is judged against Early Years Outcomes/Development Matters
- Termly collation of data is assessed against Early Learning Goals (ELGs)