The Beacon
Pupil Referral Unit

MARKING POLICY

DATE:	**October 2019**
REVIEW DATE:	**October 2021**
PERSON RESPONSIBLE:	**Mrs A Chatwin**
RATIFIED BY:	**N/A**

Purpose

This policy acts as a guide to marking to ensure a commonality of expectation and consistency of approach throughout The Beacon Primary PRU.

Rationale

Most pupils entering The Beacon perceive the educative process in fairly negative terms, having very little self- esteem. Our marking policy therefore, recognises the need to assess and correct pupils output, whilst avoiding undue negative comment and giving clear feedback about areas of strength and development.
Marking is an integral part of the assessment process. Good quality marking provides constructive feedback to children, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to understand what they can do and what they need to do to improve.

Intent

- To acknowledge effort and attainment.
- To involve children in their learning, by giving regular verbal and written feedback so that all pupils know and understand what they have achieved.
- To give suggestions for improving learning.
- To correct mistakes and offer encouragement, either whilst work is being completed or when it is complete.
- To assess children's learning against stated learning objectives.
- To involve children in their learning by providing regular opportunities for self and peer (where deemed appropriate) assessment within lessons.
- To provide time for children to respond to oral and written feedback and to discuss the improvements made.

Implementation

- Marking or any adult writing should be legible and act as a model for writing.
- Teachers should write in green pen, teaching assistants in black.
- WALT stickers to be used, to share the learning objective, these should be stuck in by an adult.
- A small s in a circle should be used on the WALT sticker to show that the pupil has had support; the person who supported should do this and add their initials.
- A small i in a circle should be used to show that the work was independent.
- A positive comment, which relates to the WALT should be used to give feedback about work.
- A target, a challenge, a next step, a suggestion for improvement, should be used if necessary, … this could be, a show me how you would….., a write a definition of…….., how could you……., explain how to……, a question which starts a conversation, written or spoken, with the child and should give them an opportunity to respond. This is shown by a thought bubble icon.
- Where appropriate, pupils should initial feedback to show they have read comments.
- To enable children to evaluate their own work and identify progress, an SA (self-assessment) is printed on WALT labels next to a blank circle, pupils should RAG rate their work by colouring

in the circle based on whether they have achieved the WALT. This is not about how easy or difficult they found the work.

- Pupils should have opportunity to peer assess where appropriate.
- All spelling, punctuation and grammar errors are not marked in every piece of work but will be noted as a future teaching point.
- Pupils should be given time to look at feedback and respond where necessary, their response should be initialled by a teacher. If the response has been verbal, verbal feedback given should be written by staff and also initialled.
- A sticker showing name, subject and year group should be used on the front cover of the book, this must be completed by an adult.
- The date should be written on the top right hand side of the page and underlined with a ruler, the full date used for English and Topic the short date for Maths and Science.

Monitoring arrangements

All members of staff are expected to be familiar with the policy and to apply it consistently.