



## **MARKING POLICY**

### **Aims of the Policy**

- To ensure that marking will help pupils recognise and develop their strengths, as well as diagnosing and remedying their weaknesses by highlighting areas for improvement.
- To ensure that marking will help to raise standards of learning and teaching.
- To use findings from marking work to inform further short-term and medium-term planning.
- To demonstrate consistency of marking and judgments throughout the school.

Marking of children's work is a fundamental part of the process of teaching and learning in school and is an important part of the assessment process. Marking demonstrates a respect for the work produced, gives feedback and indicates the ways in which the individual child can improve. Marking will also encourage the child to look at errors in a positive manner. This is in line with the school's positive approach to self-assessment which involves pupils being clear about the progress they are making and the next steps in their learning.

As a staff we have agreed guidelines to promote a consistent but developmental approach to marking and responding to children's work. Marking will be appropriate to the subject, the nature of the task and the needs of the child. Guidance for marking written work, particularly in English and Maths, is contained in this policy. Where subject - specific guidance is needed, it will appear in the policy document for that particular subject. Different types of errors (e.g. spelling or computation), require different types of responses and our marking reflects the integrity of each subject as well as continuity and progression in children's learning. We will use the information from our marking to help inform, review and evaluate the planning for teaching and learning.

### **Assessment /Recording**

Before we mark any work we should ask the question "why are we marking this piece of work?" The answer to this question will then determine how we mark that piece of work.

### **Why do we mark?**

- to feed back to the children on what they can do;
- to feed back to the children on when they make mistakes;
- to feed back to the children on why they are making mistakes;
- to feed back to the children any misconceptions or problems with understanding or gaps in knowledge;
- to feed back to the children on their effort and application;
- to feed back to the children any issues with accuracy and/or presentation;
- to gather information for target setting;
- to gather information and evidence for parents evenings etc;
- to boost a children's confidence;

- to monitor children's progress in whole school initiatives eg literacy
- to help identify any special needs (including Gifted and Talented);
- to help the children understand how 'marks' are allocated for exams/assessments and to help the children gain a greater understanding of the criteria for marking certain assessments – this will then aid peer and pupil self-assessment;
- to inform future planning
- to show the children that you take an interest in them and that you value their work;
- to indicate to the children what they need to do to improve;
- to indicate to parents and to pupils that judgements on progress and performance, and comments on reports or reviews, are based on clear evidence and a knowledge of individual pupils.

## Implementation

There are times when a piece of work is such that a tick to show that it has been seen is sufficient. Usually however, each piece of work should be thoughtfully assessed, discussed with the child if present, and appropriate encouraging comments written to reinforce what has been said to the child.

- Make clear to the pupils what the success criteria are (i.e. what we are looking for in that piece of work).
- When work is returned with distance marking, ensure comments written are clear and explain both a judgment on the quality of work and advice to further improve that specific objective.
- Provide time for pupils to review and read your comments and to work on improvements that you have identified.
- You may need to give feedback to some pupils individually about specific achievements or concerns.
- Read out good examples, for them to listen and learn from.
- Let them exchange books, to learn from each other.
- Publicly reward good work.
- Make clear to the pupils how the next piece of work is building on from the last piece.
- Use peer marking, it is a very worthwhile strategy. For exercises, it is quick and simple to mark as a class, and if appropriate report marks to the teacher. However it is equally useful for pupils to exchange and check work before the teacher sees it.

Spellings and how/when to mark them can create difficulties. As a general rule, teachers should underline the incorrect spelling and write the correct version so the child can see it. In work where there are many incorrect spellings, careful professional judgement is required to determine how many to correct so as not to de-motivate the child. It is counterproductive to obliterate a piece of work with red pen.

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Some work will be verbally assessed, e.g. PE, music, etc. Teachers should ensure that their comments are constructive, aimed at helping the child attain a higher level and emphasising the good work already achieved.

The written feedback:

- Focuses on the learning objectives selectively;
- Confirms that pupils are on the right track;
- Stimulates the correction of errors or improvement of a piece of work;
- Scaffolds or supports pupils' next steps;
- Provides opportunities to think things through for themselves;
- Comments on progress over a number of attempts;
- Avoids comparisons with other pupils;
- Provides pupils with the opportunity to respond.

Marking is made against the key learning objectives which have been identified in our planning although other significant evidence may be recorded where appropriate.

Teachers will use their professional judgement as to the amount and type of errors indicated in any single piece of work. Marking will often be judgmental and selective in order to foster positive attitudes in our children.

Detailed marking will be made where learning is significant or where there are real difficulties. Other marking will be less detailed and will often be supported by oral feedback. A stamp will often be used to show where oral feedback has been given.

Where marking is part of a summative assessment, a level may be recorded.

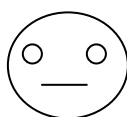
Marking supports differentiation in our response to a range of outcomes, particularly where there has been class or group teaching. Our marking may include questions to extend or focus children's thinking.

Marking will be kept up to date and will take place during or straight after a piece of work when possible or as soon after as is practical. It will be handed back quickly to encourage discussion of work and focus on targets. Where possible and appropriate, time will be given to the child to improve their own work.

Children will be encouraged to mark their own/group work. Self and peer-assessment has an important role in the school's practices. Where self and peer assessment is used success criteria will be agreed upon. Pupils will provide instant self assessment next to examples or the learning objective using the following:



I fully understand



I still need a little help



I don't fully understand

If a substitute teacher has taught the session, they should mark all set work and return it to the class teacher.

After marking has taken place, Monitoring through work sampling, will look for a consistent whole-school approach and provide an opportunity to show that there is clear progression, high expectations and a clear link between the learning intentions as they appear in policies and planning and the outcomes that can be seen in children's work.

Merit points will be awarded to recognise achievement, effort and the completion of targets not only in their class work but also in other aspects of school life.

The audience for children's work will be widened in order to demonstrate our respect and the value we give it. For example, reading and sharing work in the class group, with other classes and in Quiet Time; displaying work in all parts of the school, photographic recording, sharing work with other schools and the wider community.

In these ways, marking will contribute to the raising of self-confidence and self-esteem.

### **Involving Children**

Children are made aware of the learning objectives and the purpose of the tasks. Where appropriate the learning objectives are noted on the piece of work (either at the beginning or as part of a marking comment) and both a prompt and a record for the child and the marker.

Wherever possible, marking will be positive and will always aim to show the child where they have done well. It may also indicate a (limited) number of opportunities for improving their work using an agreed set of marking symbols.

Children will be involved in the marking process by being aware of what is expected of them, what progress they are making and by taking increasing responsibility for checking and improving their own work where appropriate.

Marking will support a learning environment in which it is 'safe to fail' and in which we learn from our mistakes. By valuing effort and thinking our marking, children will become more aware of the difficulties they have already overcome.

Wherever possible, marking will be positive, but where work is unacceptable due to lack of effort etc., responsibility for re-presenting it will be returned to the child.

### **Consistency**

All marking is completed in green pen.

Correct or incorrect?

We will use ticks to indicate:-

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- a correct answer (where it can only be right/wrong)
- steps along the way which are correct (in a piece of writing, an investigation or a multi-stage process)
- something which is very good (within a piece of work)

We will highlight mistakes by circling any incorrect answers or use a dot where appropriate e.g.

- mental arithmetic
- one-word/short answers (when it can only be right or wrong)
- multiple choice questions.

Children's responses can be incorrect for a variety of reasons and we will respond appropriately.

If a child has misunderstood and is repeating the same mistake (e.g. place value, decomposition, word ending etc.), we will re-teach and then offer the child the opportunity to self-correct.

If the child has worked correctly well through a multi-stage task (e.g. problem solving), we will acknowledge by a tick or comment all those parts which are correct in order to identify more clearly the point of error. This will either be re-taught or the child may be able to address the problem independently.

When children are self-correcting or being offered an opportunity to improve their work, there are several options. If the agreed marking/redrafting symbols are used (e.g. to indicate a punctuation error) the child may erase or cross out their first attempt and the symbol will remain as evidence of where the child has self-corrected.

Where work has been rushed, inappropriately presented or shows the minimum of effort, children will be asked to improve or represent it. We have high expectations and want children to have high expectations of themselves too.

We will acknowledge corrections.

### **Summary of Marking Policy**

- All work should be marked and positive comments/constructive criticisms should be given to pupils, either through written or verbal commentary.
- Written comments should be legible and comprehensible to the child.
- It is not the policy of the school to use marks to rank order pupils.
- All work should be marked with a green pen
- All staff should encourage careful English, including accurate spelling and grammar.
- Margins, headings, dates, neat and legible handwriting are requirements in Years 3-6.
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