

MARKING POLICY

Marking is an integral and major part of the assessment process. It enables us to answer the question any motivated child would ask.

“How well am I doing”?

To answer this fundamental yet most important question involves us as teachers in a cyclic process of:

Setting Objectives
(What are the children to learn)?

Setting the next targets

PLANNING - Teaching Strategies
(How the children are to learn)

MARKING
(How the children are progressing)

Setting criteria for assessment
(How the children will be judged)

The aim of this policy is to provide general guidelines for all staff in a variety of curriculum areas and assist them in the marking of the children’s work.

THE PURPOSE OF MARKING

A) For the **Teacher**

- indicates strengths
- indicates where the pupils are having difficulties
- indicates effectiveness of the teaching
- indicates whether or not a target has been achieved
- aids future lesson plans

B) For the Pupils

- provides feedback on their strengths and weaknesses
- helps stimulate, motivate and encourage
- gives guidance on how to improve performance
- indicates whether or not a target has been achieved

C) For the Parents

- provides information on a child's progress
- gives evidence of attitude, achievement and effort
- indicates their child's strengths and weaknesses

EFFECTIVE MARKING

a) Clear Criteria

- the pupils need to be aware of what they are trying to achieve in a particular piece of work
- the marking must be based on the criteria agreed in advance (do not include any additional criteria the children did not know about)
- the criteria set should be realistic both for the teachers to mark effectively and for the pupil to achieve (limited perhaps to one or two)
- a high standard of presentation would be one of the criteria agreed for any piece of work (rough drafts excluded)

b) Positive Feedback

- verbal comments are particularly valued by pupils because they are personal to them, use the pupil's name wherever possible
- comments should relate to the goals set
- praise the positive aspects of the work before pointing out weaknesses
- mark work promptly telling the pupils, if possible, when it will be returned
- be constructive, even in criticism
- give the children time to examine marked work, question feedback given, and correct work as appropriate

The children need to know if they have hit the target of the lesson, and if not, they need to know what to do to improve.

A consistent whole school approach to marking is important

A **FORMATIVE** and **SUMMATIVE** marking

A positive **formative** comment on a piece of work is essential and should be the backbone of our whole school approach to marking. Much of our marking will be formative i.e. everyday marking of class work and should be marked with a comment. Give house points, stars, stickers where appropriate.

However, there are occasions when **summative** marking is required i.e. an assessment, a project etc.

It is neither possible or desirable to assess all pieces of work but all pieces of work must be marked for the required outcome i.e. formative or summative. All pieces of work must be dated.

CURRICULUM AREAS

Marks out of ten, percentages may be used - appropriate to the work set.

The majority of marking should be criterion referenced (i.e. has the pupil achieved the targets set?)

It is our school policy to be sensitive to our special needs pupils in the grading of work.

SETTING TARGETS FOR THE LESSON

- The target for the lesson should be shared clearly with the children at the beginning of the lesson.
- Success criteria should be identified and the work marked to that.
- Children should write the target of the lesson in their books.
- Teachers to use 'On Target' stamps if the children reach their target by sharing the shared success criteria.

MARKING STYLE

- marking should be in a contrasting colour to the children's work.
- comments should be written legibly and in a language the children will understand
- generally speaking comments should be left to the end of a piece of work (a pupil will be especially appreciative of this if they have spent a lot of time and care over a particular piece of work but, a short comment in the margin next to the work can sometimes be more effective)

- Highlighter pens can also be used if the Teacher so wishes to show where the child has been successful
- indication of errors should follow a consistent approach, but to be introduced when appropriate
- Use Target Stamp

sp = spelling error

C = omission of a capital letter

^ = for omitting a word or phrase

T = tense

? = not good English, does not make sense

// = new paragraph needed

w/w = wrong word

The indication of spelling errors can be onerous and so correction of vocabulary specific to the subject being marked would be appropriate; in English in particular words consistently mis-spelled or wrongly spelled words appropriate to the task set could be pointed out. When spellings are corrected for children in Foundation and Key Stage 1, and those children who are less able throughout the school, the correct spelling should be written out clearly in full next to the error.

In Key Stage One the teacher will mark with 3 stars and a wish. The wish will reflect an improvement for next time.

1 star shows the child has not achieved the learning objective of the lesson.

2 stars shows the child has partially achieved the learning objective.

3 stars shows the child has achieved the learning objective.

A GUIDE FOR PUPILS AND PARENTS

Effective marking will have a positive impact on pupils and parents. It is important that both parties know why and how we mark and are given guidelines to help and be involved in the process. Parents may wish to know that for instance, we do not correct every mistake but often concentrate on specific criteria. The two guides, one for parents and one for pupils will point out some aspects of our marking policy.

EFFICIENT USE OF MARKING TIME

Marking is probably the most time consuming aspect of a teacher's role. It is important that the time is put into perspective and balanced against other equally important aspects of the job, such as preparation of lessons, and record keeping.

Marking will be more effective and less of a burden if:

- (i) not every piece of work is formally assessed
- (ii) pupils mark some of their own work where appropriate with the teacher keeping an overview
- (iii) tasks are occasionally set which require a verbal response from pupils and encourage discussion rather than necessitate formal marking
- (iv) projects are given limits as to their length and an indication as to the amount of time they should take
- (v) only specific criteria are looked for

Parents will need to be informed of some of these points in the parents' guide.

MARKING - A GUIDE FOR PARENTS

WHY DO TEACHERS MARK? - We mark:

- to make the children aware that they have succeeded
- to encourage progress
- to help us direct future learning
- to provide a consistent framework for their learning
- to encourage constructive discussion and so promote teacher/pupil partnership
- to raise standards

HOW DO WE MARK?

- verbal comments are particularly valued by the children because they are personal to them
- symbols give immediate visual feedback to the children
- written comments which relate to the learning goals set by the teacher

You will notice that not every mistake is corrected. This is because we concentrate on specific areas of learning at any one time.

HOW CAN YOU HELP YOUR CHILD? - You can do this by:

- sharing an interest in your child's work
- help them focus on the task set
- encouraging them to read the comments and to use them as a guide for improvement

We believe the most important aspect of marking is informing the children whether they have hit the target of the lesson/s and if they have not they are told how to improve.

Please come and see us if you have any queries

A GUIDE ON MARKING - FOR PUPILS AND PARENTS

Dear Parents

Recently the staff have been discussing the importance of marking with a view to adopting a more consistent approach throughout the school.

We feel that it is important, for effective marking, that pupils and parents are involved in the process and guidelines explaining why and how we mark have been drawn up for your information. Please find attached to this letter a copy of these guidelines.

If you wish to discuss any aspect of the marking policy please do not hesitate to contact the school.

Yours sincerely

Mrs B Biggs
Deputy Headteacher

MARKING - A GUIDE FOR PUPILS

WHY DO TEACHERS MARK?

- so you and your teachers know how well you have done
- to let you know you have achieved the target
- so your teachers know how to help you

HOW TEACHERS MARK?

- they talk to you about your work
- they write comments for you to read
- they give house points, stars and stickers
- especially pleasing efforts are rewarded by a visit to the Headteacher
- they use symbols to help you improve your work
- you will see that not all your mistakes will be marked. This is because your teachers want to pick out one or two targets at a time. You can then work on these targets.

HOW CAN YOU HELP YOURSELF?

- take care with your work
- check through when you have finished
- make sure you understand what you are expected to do
- read the comments in your book and make sure you know what they mean

TEACHER ABSENCE

Should any teachers be absent due to illness or INSET the supply teachers covering are expected to maintain the marking commitment as far as it is reasonably possible.

All supply teachers should initial work which they have undertaken.

CHILDRENS OWN ASSESSMENT

Children's own self-assessment is encouraged and is an important part of the marking process.

Children should be encouraged to set their own goals at times as they move through the school.