

Marking Policy

Rationale

To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

Principles

- Marking of children involves both written and verbal feedback.
- Whenever appropriate/possible, teachers provide individual verbal feedback to children.
- The marking of children's work, either written or verbal, should be regular and frequent.
- Teachers look for strengths before identifying weaknesses when marking work.
- Marking is to be linked to learning objectives/targets in some cases, even for the most able children.
- Marking procedures and marking standards should be consistently applied across the key stage/school.
- The marking criteria should be displayed in each classroom and children should understand the meaning of the marks/markings they receive.
- Parents should have the school's marking procedures explained clearly to them.

Guidelines

The following procedures for correcting children's work are implemented by all staff:

- Children's work is to be corrected as soon as possible after completion, and if possible, in the presence of the child.
- Work should be corrected according to the curriculum focus, i.e. in a piece of Science work, correct the Science, not the English content.

- When marked work is returned to children there should be some kind of verbal feedback either individually or as a class. E.g. a note in the school diary.
- Where appropriate a brief written comment, positive and constructive should be made on the work. This comment should also be information (ie not just good, excellent, etc) and linked to the learning objective.

Monitoring and Evaluation

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- an improvement in children's attainment,
- teacher, child and parent testimony concerning the usefulness of the marking.
- consistency in teacher's marking across the two key stages and between years.
- an awareness on the part of the pupils of what is expected of them.

Common Marking Policy – Added Feature

The staff of the school have come together to determine a common marking policy in order that children will come to understand a whole school approach to the recognition of their efforts. Our school will use a common set of symbols to enable children to understand that throughout their time at this school the purpose of marking is:

- to recognise those areas of school work that are good and to improve upon them.
- as a means of giving encouragement towards producing work at an acceptable level.
- to indicate to children what happens next - ensure progression
- to check for standards, individually, and within the class.

- to determine whether a child can work within set time limits or targets.

The marking of work is part of the feedback that children received regarding the performance of their work in school. Marking is seen as a longer-term record of progress with immediate feedback coming from discussion with the teacher about work performance.

Selective marking according to the criteria set will enable the child to develop confidence in developing selected aspects of their work at their own pace.

Marking

Standardisation

Staff come together termly to discuss and mark children's. The assessed work is collected together and used for teachers to compare and standardise their judgements.

Rewards and Sanctions

Children are given stickers, certificates and housepoints for work and behaviour, which shows improvement or effort. Comments on children's work are positive whenever possible. See the behaviour policy for further information. Children may be asked to repeat work that is not good enough.

Evidence

Evidence of children's achievement will be kept in the record of achievement.

How your work will be marked

Your teacher will try to talk to you about your work when you have finished it.

You may use a handwriting pen, roller-ball or fountain pen. You must make sure that you have these ready for your lessons.

Each piece of work must start with a title at the top and a date in the

corner. These should be underlined with a ruler.

An exercise book may need a margin ruling down the left-hand side.
Work on A4 sheets should have a border marked on before starting work.

Next Review: June 2014