

SARRATT CHURCH OF ENGLAND SCHOOL



MARKING POLICY

Date of Review:	September 2015
Next Review Date:	September 2017
Reviewer	Headteacher

Introduction

Marking complements and assists teaching and learning. It serves as a tool for assessing individual and school performance. Marking should be diagnostic and inform children of the next steps needed in their learning in order to improve their work. Marking will also provide focused feedback on the learning intention/success criteria for that lesson whenever appropriate.

The school policy will provide standardisation and consistency of practices throughout the school. The implementation of the policy is the responsibility of all the staff.

To ensure on-going development all marking must

- be supportive
- be clear and appropriate in its purpose
- be productive in its outcome
- be child centred
- be timely
- identify 'next steps' in learning

We see the marking of all work throughout the curriculum as an acknowledgement of the child's own effort and achievement as well as a method of guidance and a way of highlighting learning objectives and moving each child on in his/her learning.

Purpose of Marking:

- to value children's effort and achievement and build self-esteem and confidence
- to motivate children through encouragement and praise
- to monitor progress and to identify successes and areas of difficulty
- to enable each child to improve his or her work as it develops through constructive feedback
- to act as evidence of attainment; to aid teacher assessment and to inform the teacher of a child's progress and needs for future planning
- to support children in recognising and evaluating their own strengths and difficulties so that they know what to do to progress
- to enable children to become reflective and independent learners
- to help children to close the gap between current and desired performance
- to indicate achievement in relation to the learning objective/success criteria

Key Points

The criteria for marking should be established when the work is planned and should focus on the Learning Intention / Success Criteria and the 'next step' comments.

The children should:

- be aware of the criteria
- be encouraged to check and evaluate their work prior to teacher marking
- be given time to read or respond to any comments made by the teacher and as they progress through school should be strongly encouraged to respond to teachers' comments in their books
- be encouraged to assess their own understanding and use '△' to show how well they feel they understand the work

Also marking should:

- reflect individual targets
- be done with the child wherever possible in order to extend learning and assess understanding
- be supportive, constructive and sympathetic in approach, without ignoring areas of difficulty
- offer a means of improving on the work to move the child forward
- inform future planning and individual target setting
- at regular intervals refer to presentation and handwriting
- be an aid in informing parents of a child's progress

Types of Marking and Feedback

Marking and feedback can take a number of forms:

- oral
- written
- formal
- informal

The marking and feedback may be given on a group basis as well as on an individual one.

Quality feedback is most effective when it encourages and motivates rather than being over critical by simply highlighting errors alone. Not every mistake will be corrected.

Effective questioning should be used in response to students' work to prompt reflection and action for improvement.

Marking can be done by the children:

- to encourage independent learning through self-checking
- to be more critical in their approach to their work
- to aid teacher assessment

Consistency in Marking

'Tickled Pink' and 'Green for Growth' will be used to highlight strengths (pink) and areas for development (green). Teachers use highlighters in the relevant colours. Children are given time to respond to marking before the next piece of work.

- The school 'Marking Code' should be used.
- Marking should always be neat and adults need to model excellent handwriting.
- Children's responses will be in purple pen.
- Children may, where appropriate, (e.g. mental mathematics, spelling) self-mark work, or mark another child's work in red pen and initial it. The teacher will review this marking.
- Key words should be circled and written at the end of the work for the child to practise. When appropriate, children can find the correct spellings themselves. There should be no more than 3 spellings to be written no more than three times.

- In mathematics correct work should be marked with a tick and incorrect work with a \cdot and a C when the correction is done.
- Misconceptions should be explained orally, wherever possible.
- In science a question or "tell me more" type statement should be identified rather than just identifying a mistake or lack of information.

Frequency of Marking

- Marking may take place during the lesson, which allows for immediate feedback.
- Most work, especially English and mathematics, will be marked before the next session of that subject. However, some long-term projects may not be marked so frequently or until their completion and some work is marked verbally.

At the same time as ensuring high quality marking which impacts positively on the learning, the marking must be manageable. It is not possible for every piece of work to be marked in detail.

Self-Assessment

The children use the Δ system. They should be encouraged to think carefully about their self-assessment and refer to the visual Δ poster which should be displayed in each classroom. This system will be introduced in Reception Class as and when appropriate.

The triangle code is:

- / I needed support
- \blacktriangle I can do this on my own
- \triangle I can show someone else how to do this

Dates and initials

All work should be dated (by children or teacher) and initialled by the adult responding to the work if s/he is not the regular teacher.

Codes Used for Marking

Codes are introduced in KS1 and developed as children progress through the school.

- VF - verbal feedback
- TA - TA support
- Capital letter 'i' to indicate wholly independent work (younger children)
- ^ - omitted word/s
- // - new paragraph
- R – response
- Teachers will indicate where work has been heavily supported by an adult.

A stamp may also be used.

Effective marking is when improvement is made as a direct result of the feedback.