

MEOLE BRACE C OF E PRIMARY SCHOOL AND NURSERY
MARKING POLICY

This policy gives guidance to staff on the purpose, types and frequency of marking.

Aim

- To inform teacher and pupil of next steps in teaching and learning
- To recognise pupil achievement in relation to specified objective and develop self esteem
- To help children to evaluate, reflect and improve upon their developing skills and knowledge.
- To inform stakeholders of children's progress.

Purpose of marking

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- motivate, boost self-esteem and encourage aspiration, through use of praise and encouragement;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment and inform individual tracking of progress;
- provide the ongoing assessment that should inform future lesson-planning;
- To provide feedback about current work and give guidance for where improvements can be made.

Types of marking

There are many different ways of marking children's work, most of which create dialogue between teacher/TA and pupil about work.

- Summative feedback/ marking

This usually consists of ticks, crosses or dots and is associated with closed tasks or exercises. Where appropriate children should self mark or the work should be marked as a class or in groups.

- Formative feedback/ marking

This can be oral feedback during the course of a lesson or written feedback either during or after the lesson. This may focus on the learning intention, next steps, praise and/ or other features. Frequency of this type of marking depends upon the nature of the task and the needs of the children.

- High Quality marking

The emphasis in marking should be on both successes and improvement needs against the learning intention. Focussed comments should help the child in 'closing the gap' between what they have achieved and what they could have achieved. Where appropriate e.g. in Foundation stage, these comments will need to be verbal.

- Marking Ladders

Marking ladders can be used for pupil's self assessment/peer assessment/teacher assessment. These can be genre specific, success criteria or objective led.

'Closing the gap' type comments fall into a variety of categories.

- A **reminder** prompt (e.g. 'What else could you say here about the inside of the cave?')
- A **scaffolded** prompt (this can be a question e.g. 'What was the dog's tail doing?' or an unfinished sentence e.g. 'The dog was angry so he...' or a directive, e.g. 'Describe the expression on the dog's face.'
- An **example** prompt (e.g. 'Choose one of these or write one of your own: He ran around in circles looking for the rabbit/ The dog couldn't believe his eyes.

Although the main focus of marking needs to be related to the lesson objective, features such as spelling, punctuation and grammar should be taken into account. There is not an expectation for all errors to be corrected as the level of marking will depend on each pupil's ability, application, targets and specific expectations.

- Self Marking

Children should self evaluate where possible. Children can identify their own three successes and look for improvement points (three stars and a wish).

- Paired Marking

Children may be asked to mark work in pairs. This may be with the use of a marking ladder or other teacher modelled methods for a specific focus. Ground rules need to be established, displayed and referred to. Pairings are best decided upon by the teacher and children should be encouraged to be sensitive and constructive in their comments. Paired marking should involve a dialogue between pupils.

The types and range of marking will depend on the subject being taught.

Guidelines for Marking

- Whole school marking code or Foundation Stage marking code should be consistently used.
- All comments that are not written by the class teacher should be initialled.
- Comments should be written any colour other than the colour the pupil has written in.
- If the final copy is to be displayed the teacher may add all the correct spellings.
- Time must be afforded for pupils to respond to the teacher's marking and be given an opportunity to improve their work.

Please see *Whole School Marking Codes* at the end of this policy. In addition to the codes the following abbreviations will be seen in our marking:

- **sh** shared
- **G** guided (adult to initial)
- **I** independent

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