



## MARKING POLICY

### RATIONALE

Marking is an integral part of teaching and learning, being an important aspect of the interaction between pupil and teacher and a key element of assessment. It gives a strong message to the pupil about the importance, relevance and value of the learning being undertaken. The different aspects and styles of marking need to be clearly understood by pupils and teachers. Whilst there should be a consistency of purpose throughout the school the style of marking may change according to the age of the pupil.

### AIMS

- To raise standards by ensuring that teachers are fully aware of the ability of the pupils and of any misconceptions they may have.
- To allow teachers to be fully aware of the pupils' response to individual learning objectives.
- To ensure that pupils have a clear understanding of their progress and what they must do to improve.
- To produce evidence of the pupils' progress.
- To increase the pupils' levels of motivation.

### GUIDELINES

Marking should give an indication of how well a pupil has achieved the learning objective and made progress towards individual targets. It should indicate which aspects were particularly successful and should contain praise when appropriate. It should give the pupil an indication of what needs to be done to improve.

#### ***Targeted Marking***

Targeted marking responds only to the very specific success criteria (Success Criteria [SC] that have previously been shared with the children. Written comments will only refer to these.

Targeted Marking will feature "2 stars and a next step". (Two highlighted examples of success criteria being met and one opportunity to reinforce or move their learning forward.) When marking an extended piece of writing. The teacher will focus the 2 stars. For example:

- \*A comment on the impact of the writing. (From the perspective of a reader)
- \*A comment on the structure. (Linked to the success criteria.)

#### **What should be marked?**

The constraints of time mean that not all pieces of work can be marked to the same level of intensity.

#### **What should be the focus of marking?**

Marking will generally refer to the learning objectives, (*but might also cover more general objectives e.g. capitalisation or punctuation, at the discretion of the class teacher*). Pupils need to understand that not all mistakes will be corrected unless they are linked to the learning objective.



**How should work be marked?** Different tasks will call for different methods and levels of marking. E.g. Spelling or tables test - ticks & crosses with final score, Written task- written comments, Maths exercises self-checked or checked by partner - tick and initials at bottom of page. Teachers may use the following:-

#### **Stickers and stamps:**

Stickers and stamps are used only for recognising achievements related to Building Learning Power or Learning Skills.. Ticks and crosses just indicate right or wrong answers. There is no recognition of the problem or how close they came to the correct answer. This can be improved by an indication of the problem; for example the aspect of calculation which is incorrect can be highlighted, or the reversal of letters rectified.

Merits can be awarded to show recognition of progress in learning. (M)

#### **Written comments.**

Give a clear indication to the pupil of how they have performed. Present the opportunity to praise, highlight misconceptions and set targets. They may be matched to pupils' reading ability or time will be taken to share marking with pupil. Comments will be written using a green pen. Children should be given the opportunity to respond to marking.

#### **Editing conventions.**

Editing conventions can save time. The following conventions can be used: They should be explained to the children and prominently displayed in the classroom and/or stuck into the front of exercise books.

- (H) indicates a capital letter should have been used
- (•) indicates a full stop should be inserted or other punctuation: (! " ? , etc
- // indicates that a new paragraph should be started at this point

Skool sp a word underlined in green indicates a spelling mistake has been made. The correct spelling to be written above the word or in the margin

TTM Stands for 'Talk to me' indicating a child should see the teacher to discuss their work.

VF Stands for 'Verbal Feedback' indicating a teacher has discussed the work with the child in class.

The following symbols represent the level of support a pupil has had during a lesson:

- (S) indicates a pupil was given support.
- (GG) indicates activity was part of a guided group session.
- (I) indicates a pupil was working independently.



### **Highlighter Pens.**

Highlighter pens can be used to give an instant feedback of what has been done well.

Yellow will represent good examples of the pupil following success criteria or lesson objective.

Orange will represent 'next steps'.

**Verbal Feedback.** Gives a clear indication to the pupil of how they have performed, positive and negative aspects and what to do next. Consideration needs to be given to whether it is given publicly or in private. Conferencing can be used to discuss work in more detail.

### **Pupil/Peer Marking.**

This hands over responsibility to the pupil. It can be used effectively where the task is purely subjective, where there is an answer sheet, where calculators are available or where the inverse operation is being used. Need for teacher overview. Pupils should be taught how to peer mark effectively by linking with the learning objective.

### **When should the marking take place?**

For marking to be really effective there should be the minimum period between completion of the task and the teacher's response to it. It can happen:-

- During the lesson where the teacher is working with a group during 'guided' or 'independent' tasks. Where these sessions are fully interactive the opportunity exists for several of the above forms of marking to be employed.
- At the end of the lesson and as part of the plenary.
- After the lesson, but before any follow-up lesson. Constraints of time may limit this to the work of one or two groups. (Possibly including the next group to be the focus of 'guided' task)
- Detailed marking should be undertaken at the end of a unit of work
- Pupil Premium children's work should be marked first.

### **Who should mark?**

Work produced during a lesson should be marked by the teacher who planned and delivered the lesson. Supply teachers can also mark the work. Teachers may also mark work from another class for moderation purposes. Teaching assistants may also help the teacher to mark work. When a member of staff or supply, who isn't the class teacher, is marking they will initial the marking.

### **After Marking**

Since marking should be part of a dialogue between teacher and pupil time needs to be included **at the beginning of the next lesson** for pupils to reflect on marked work and possibly add comments of their own. As a result of marking a pupil should have a reasonably good understanding of their own learning and what they need to do to improve.

### **Target Setting.**

Target setting will be an ongoing activity linked to marking. Targets may be general, may be linked to APP (assessing pupil progress) *or may be linked to other learning objectives*. Children will have chance to reflect on their progress towards targets and next steps marking will help support the child reach their personal target.