

# Smallthorne Primary School



# MarkingPolicy

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## Introduction

We believe marking should provide constructive feedback to every child, focussing on success and improvement against learning objectives. Marking should help children to become reflective learners and to close the gap between current and desired performance.

## Aims

Marking should:

- Relate to learning objectives taught during the lesson.
- Give children recognition and appropriate praise for the success of their work.
- Encourage children, by demonstrating the value of their work, thought and effort
- Give children clear strategies on how they can improve their work
- Be accessible to children
- Use consistent codes throughout the school
- Measure progress against targets, school or national expectations
- Provide a tool for teacher assessment- diagnostic, formative or summative
- Help the teacher to evaluate teaching and inform future planning
- Be manageable for teachers

## General Marking Objectives

If our marking is to be effective and of value to ourselves and to the child, it is important that teacher and child participate. Work should be marked with the child when practicable. 'Distance' marking should be a dialogue not a monologue. If the child is not involved, the chances are that the time teacher spend marking work is wasted.

We must focus on the *learning objective /success criteria* for each piece of work and communicate this to the children before each piece is started or they may not be apparent to the children.

Marking will be consistent across the school and will consist of a positive comment to celebrate achievement as well as a comment to move learning forward (close the gap marking).

All pupils will be given quality time to read and respond to teacher comments in books.

□ When we mark work it is important that we demonstrate consistency by marking to the learning objective / success criteria set for the task.

□ Positive comments/celebration comment to be written in pink. Close the gap comments/comments to move learning forward will be in green.

□ where appropriate, // in pink will be placed next to the good example in the pupil's work (word, sentence, paragraph etc to highlight the particular area that the teacher is pleased with

□ Pupils will write on the label the following codes: I (independent) A (adult help) G (guided group) P (paired/partnered work)

□ Gold stars will be awarded in books for exceptional work

□ Marking must focus on *improvement* not 'correction'. It should have a positive effect on the next piece of work produced by the child.

□ FIX IT time will be done every morning and will allow highlighted and pupils given the opportunity to correct them.

□ Marking should be sensitive to the abilities of the child and his/his capacity to benefit from it. Marking should balance the desire to improve with the need to encourage.

□ The teacher's response to written work should be aimed at developing a dialogue between pupil and teacher

□ Ideally a child should be with his/her teacher when work is marked so that the marking has the greatest possible meaning, both for pupil and teacher. However, the constraints of time mean that this is rarely possible and 'distance' marking is necessary instead.

□ Children should respond to marking, otherwise there is no point in marking. Children must be encouraged to read marking and to respond in writing, verbally, individually or in a group activity.

□ The children will benefit from marking if they understand the marking system. There is a need for a simple and consistent scheme of marking

□ Pupils to be encouraged to mark own work where appropriate, and opportunities for pupils to peer mark should be given. Stamps for both will be used at all times.

□ Every piece of work must be dated, LO, SC, positive comment, close the gap comment

## Reasons for Marking

Whenever we mark a piece of work, we do so for one or more of the following reasons:

- To promote the child's self-esteem, interest and respect for his/her work
- To encourage and praise by noting examples of good practice
- To demonstrate to the child our interest and concern for their work
- To focus the child's attention on some of the errors he/she made and to suggest means of correcting them
- To evaluate individual progress
- To assess overall progress and to enable us to plan for future teaching
- To assess the effectiveness of our teaching

## Marking Strategies

**Summative marking** - usually consists of ticks and dots and is appropriate for closed tasks or exercises.

**Secretarial marking** of spelling, punctuation grammar etc. should **not** be applied to every piece of work. Children cannot effectively focus on too many things at once.

**Focused marking** should concentrate entirely on the learning objective / success criteria of the task. The emphasis should be on success against the criteria and the improvement needed. Focused comments should help the child close the gap between what they achieved and what they could have achieved.

**Self-marking** - when possible, children should self-mark closed tasks, individually, as a group, or as a class. They should also be trained to self-evaluate, identifying their own successes against learning objectives and looking for points for improvement. (see assessment policy)

**Response partners** - children should be trained to evaluate a partner's work identifying successes against learning objectives and looking for points for improvement. (see assessment policy)

## Frequency of marking

- Markings should take place soon after the work has been completed and handed back as soon as possible
- Marking can take place during the lesson - providing immediate feedback
- 'Distance' marking should be returned before the next session of that subject
- Long term projects may be marked on completion - children need to be told this in advance



**Creative and expressive writing** must be marked with constructive comments at the bottom praising the child's successes and indicating a feature for improvement. Comments should focus on the match to learning objective / success criteria, quality of content, quality of expression, technical accuracy, and the commitment, shown in the piece of writing. This technique is referred to as 'focused marking'. Good features which meet the success criteria may be highlighted. We do not always mark creative writing for spelling and punctuation.

**Marking of Maths Work** must be 'marked' to show whether each answer is right or wrong. However, crosses will not be used. Where an answer is wrong, the teacher will place a green dot next to the incorrect response. A comment to move any area of maths learning forward or a challenge should always be present on each piece of work.

### **Marking of all other written work**

Marking will be against the success criteria. Pupils are encouraged to take an active role in the learning process

When appropriate, features such as errors in processes, misunderstanding or concepts, misspelt vocabulary, accuracy, quality of presentation will be commented upon.

### **Reward Systems**

Rewards must be used for good effort, not only excellent work. We use a range of rewards:

Praise

Gold Stars

Smileys

Share work with other classes and head teacher

Good work book

### **Children's Response to Marking**

Children may be asked to respond to one written comment by:

Writing an improved word, phrase or sentence

Writing a sentence with correct grammar or punctuation

Re-working a maths answer

Children should be encouraged to respond to each other's work using the success criteria as guidance. Where appropriate, they should check and improve their rough drafts themselves, or use 'response partners', prior to writing out a final draft.

Children can also mark their own or each other's work against an answer key e.g. mental maths, arithmetic, tables tests.