



BROOKSIDE PRIMARY SCHOOL

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.

As a result of this policy there will be greater consistency in the way that children's work is marked across the Key Stages.

Our Marking Policy is embedded in an Assessment for Learning Policy throughout the school and it links to the Homework Agreement and Assessment Policy.

PURPOSE

The purpose of the marking is:

- to recognise those areas of school work that are good and to improve upon them
- a means of giving encouragement towards producing work at an acceptable, yet challenging level.
- to indicate to children what happens next and what improvements can be made to ensure progression.
- to check for standards, individually, and within the class
- to determine whether a child can work within set time limits or targets
- to measure the schools progress against national standards

PRINCIPLES

Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.

- Whenever appropriate/possible, teachers should provide individual verbal feedback to children.
- The marking of children's work, either written or verbal, should be regular and frequent.
- Teachers should look for strengths before identifying improvements when marking work.

- Marking should be linked to learning intentions/success criteria/targets.
- Marking procedures and marking standards should be consistently applied across the school.
- The marking criteria should be displayed in each classroom and children should understand the meaning of the marks/markings they receive.
- Children should be trained in marking, self-evaluation and peer assessment and be given opportunities to mark their own and others work, to make improvement suggestions and to act upon the suggestions made.
- Children with SEN including dyslexia and dyspraxia to develop self esteem from oral and written cues.
- Marking practices and procedures should be in keeping with the school's policy on Assessment.
- Information for parents should be given by the school and feedback is provided to parents via consultation evenings or as required.

GUIDELINES

The following procedures for correcting and improving children's work should be implemented by all staff.

- Feedback and marking needs to be oral and/or written according to the ability of the child.
- Where appropriate work should be corrected according to the curriculum focusing at the teacher's discretion e.g. in a piece of Science work, correct the Science, not the English content.
- When correcting a piece of work follow the procedures on the attached sheet.
- If children make first draft copies of their work after it has been corrected, originals may be kept to show to parents as an indication of the child's true progress.
- Effective feedback, needs planned time for children to make improvements/ response, but it is most powerful when included in the fabric of a lesson (e.g. after 10 minutes look for a success, after another 5 minutes look for an improvement etc).
- Where appropriate a brief improvement suggestion should be made, following the format of a scaffold, example or reminder prompt. This comment should be informative (i.e. not just good, excellent, etc) and linked to the learning intention/success criteria.

Self Evaluation/Peer Assessment

- Children should be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements.
- Children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self esteem.

- Feedback/peer assessment can be oral or written according to the ability of the child.
- Children should be trained to give an improvement suggestion.
- Children should be given time and opportunity to act upon suggestions.
- The quality of the improvement suggestions and of the peer assessment should be monitored by the teacher.

MONITORING AND EVALUATION

The Senior Management Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

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.
- Consistency in teacher's marking across the two key stages and between year groups.

EQUAL OPPORTUNITIES

The Feedback and Marking Policy and Marking Procedure, encourages the practice of inclusion for all.

Paul Lowther (Deputy Head Teacher)

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Marking Criteria

| | <u>Pupils</u> | | | <u>Staff</u> |
|---|----------------------|-------------------|-------------------|---------------------|
| | <u>FS</u> | <u>KS1</u> | <u>KS2</u> | |
| Work needs to be improved | | * | * | * |
| I have not understood the learning | | (SA) | (SA) | |
| I need to go over the learning again | | (SA) | (SA) | |
| I fully understand the learning | | (SA) | (SA) | |
| I have received verbal feedback from my teacher | | | | (V) |
| I have had my work peer assessed | | (P) | (P) | |
| My work is correct | | | | |
| I need to check my work | | | | |
| I have made a spelling mistake | | | | |
| Punctuation | | | | (P) |
| Spelling | | | | (S) |
| I am pleased with my work | (O) | | | |

Marking Improvement Prompts`

1. A reminder prompt

Most suitable for brighter children, this simply reminds the child of what could be improved:

Say more about how you feel about this person

Interesting, many teachers write this kind of prompt for all children. Most children need more support than a reminder prompt.

2. A scaffolded prompt

Most suitable for children who need more structure than a simple reminder, this prompt provides some support.

*Can you describe
how this person is
'a good friend'?*

A question

or

*Describe something
that happened which
showed you they were
a good friend.*

A directive

or

*He showed me he was
a good friend when
..... (finish
this sentence)*

An unfinished sentence

3. An example prompt

Extremely successful with all children, but especially with average or below average children, this prompt gives the child a choice of actual words or phrases.

*Choose one of
these or your
own.*

*He is a good friend because
he never says unkind things
about me.*

*My friend is a friend because
he is always nice to me.*

