



# Marking Policy

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# Marking Policy

## Contents

1	Rationale.....	3
2	Purpose.....	3
3	Principles .....	3
4	Guidelines .....	4
5	Self Evaluation / Peer Assessment.....	5
6	Monitoring and Evaluation .....	5
7	Equality, Diversity and Inclusion .....	5
8	Policy Review.....	6
9.1	A Reminder Prompt.....	7
9.2	A Scaffolded Prompt .....	7
9.3	An Example Prompt .....	7

## **1 Rationale**

The rationale behind this policy is 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.

## **2 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 school's progress against national standards.

## **3 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/ marking 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
- Information for parents should be given by the school and feedback is provided to parents via consultation evenings or as required

#### **4 Guidelines**

All staff should implement the following procedures for correcting and improving children's work:

- 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 focus (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 as an indication of the child's true progress
- Effective feedback needs planned time for children to make improvements/ responses, 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 will be informative (e.g. not just *Good*, *Super!*, etc.) and linked to the learning intention/ success criteria.

## **5 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, under the teacher's guidance, 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 teacher should monitor the quality of the improvement suggestions and of the peer assessment

## **6 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

## **7 Equality, Diversity and Inclusion**

This policy encourages the practice of inclusion for all.

At Brookside School, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.

## **8 Policy Review**

This policy will be regularly reviewed by the Governing Body and updated routinely in line with Brookside Primary School's Policy Schedule.

## 9 Appendix 1 – Marking Improvement Prompts

### 9.1 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.

### 9.2 A Scaffolded Prompt

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

<i>A question</i>	<i>Can you describe how this person is a good friend?</i>
<i>A directive</i>	<i>Describe something that happened which showed you they were a good friend.</i>
<i>An unfinished sentence</i>	<i>He showed me he was a good friend when..... (finish this sentence)</i>

### 9.3 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:

<i>Choose one of these or your own</i>	<i>My friend is a friend because he is always nice to me.</i>
	<i>He is a good friend because he never says unkind things about me.</i>