

Marking Policy Document

Black Firs School

Introduction

We believe marking is the response to a child's work. We mark work in order to support, encourage, and challenge children in response to their individual needs and to evaluate their progress. We acknowledge that marking is a time consuming activity and should have useful outcomes for the class teacher.

Our marking should:

- ✓ provide feedback on a piece of work and demonstrate areas for future development (formative)
- ✓ provide encouragement through a positive response (summative).

The marking policy applies to all areas of the curriculum and the underlying rationale should be employed by teachers in each of the two key stages.

We mark children's work in order to:

- ✓ praise and motivate children and create a dialogue
- ✓ comment upon the child's understanding of the planned learning objectives
- ✓ look at the focus of the work and respond to:
 - the content
 - the strategies a child has used
 - how much teacher input or support has been given
 - the accuracy of the work
 - the presentation
- ✓ facilitate evidence of progress for assessment and reporting purposes
- ✓ ensure that work is completed
- ✓ demonstrate to parents and children that the work has been monitored and valued
- ✓ diagnose strengths and weaknesses and points for growth to inform future planning
- ✓ set further targets for individual development and encourage progression
- ✓ encourage high expectations
- ✓ enable children to evaluate their own work and provide opportunities for self-evaluation

Strategies

When marking the children's work we must:

- ✓ Mark sensitively, looking for the positive
- ✓ Consider the objective for the piece of work and mark against those criteria
- ✓ Use strategies etc appropriate to the children e.g.
 - ◆ Comments
 - ◆ Ticks
 - ◆ Smiley faces
 - ◆ Future targets
- ✓ Written marking should not be used to the exclusion of verbal feedback, especially with younger children.

The redrafting process is also an important marking strategy because children are:

- ✓ encouraged to follow a procedure
- ✓ to look carefully at their own work
- ✓ to keep in touch with the whole writing process.

Ratified by the Governing Body.

Date: *June 2012*

Signed



Chair of Governors

Review Date *September 2014*

Studywork Books


Assessment in Studywork Books is carried out using the assessment sheet proforma in the **back** of the book.

- ❖ Marking should be carried out according to the stated learning objective and this should be made clear to the children **before** they complete the assignment.
- ❖ Presentation and layout should **always** be included in the assessment criteria for work in the Study Books.
- ❖ **NO MARKING SHOULD BE CARRIED OUT ON THE ACTUAL PAGES OF THE STUDY BOOK OR ON WORK THAT IS TO BE DIRECTLY DISPLAYED.** This is about the child's ownership of their own work & valuing, not defacing the child's outcomes.

General Marking – Symbols, etc

In english and maths work books DUMTUMS, date; underline; miss a line; title; underline; miss a line; start work, should be used to denote the start of each piece of work.

The Staff have agreed the use of the following symbols when marking children's work:

- ✓ Spelling mistakes should be underlined in green and have **Sp** written in the margin,
- ✓ **//** represents the need for a new paragraph,
- ✓ **() ?** Brackets are placed around sections of work which do not make sense, the brackets are followed by a question mark,
- ✓ **^** an insertion point is added to signify a missing word or phrase,
- ✓  Punctuation and capital letters which have been missed are indicated by circling,
- ✓ all marking should be carried out in **green** pen to differentiate it from the children's written work, which should be completed in **black** ink or pencil.
- ✓ marking should also incorporate positive and formative comments wherever possible.

Numeracy

Children work in pencil in their maths books.

A cross, **X**, is used to indicate an incorrect answer and a tick, to indicate a correct one. Sensitivity should be used when marking maths and it is not necessary to mark every incorrect answer if it is apparent that a child has misunderstood a concept or particular piece of work. Verbal feedback would be more appropriate in this case. In many instances the children will self-correct as part of the lesson; any misunderstanding will be then addressed immediately.

Unfinished Work

Unfinished work should be acknowledged with a reason, e.g.

- ✓ an inappropriate task
- ✓ absence
- ✓ laziness
- ✓ lack of time

Conclusion

Marking and assessment should be a positive experience for both the child and the teacher. It should be used as a tool to enable the child to progress more easily and the teacher to plan and deliver the curriculum more effectively.

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