

Marking Policy



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RATIONALE

Marking is an important source of feedback to children in recognition of work completed by pupils. It is a valuable way of communicating assessment of progress, acknowledging achievement and ensuring continuous improvement. It is vital that there is a consistent approach to marking across the school, in order to provide uniform support to pupil learning, to maximize upon opportunities for pupil self-reflection and to facilitate the setting of clearly understood targets.

Marking at Headlands School will take the form of oral feedback, written feedback, peer marking or self-marking. An agreed code of symbols will be used to provide feedback to pupils. These codes will be displayed and shared in all classrooms and will ensure uniform standards and expectations are maintained throughout the school. Pink and green marking pens will be used throughout the school to reflect successes and areas for improvement. Purple 'polishing/perfecting' pens will be used by children when up-levelling their work so that improvements and alterations are easily identifiable. When appropriate, the marking process will be supported by the use of stamps, stickers and certificates to further celebrate achievement.

1. AIMS:

- 1.1 To acknowledge effort, progress and attainment.
- 1.2 To develop pupils' self-esteem and encourage them to take pride in their work.
- 1.3 To clarify teachers' expectations through a uniform marking system.
- 1.4 To set high standards of presentation for pupils.
- 1.5 To provide opportunities for monitoring and assessing progress.
- 1.6 To improve pupil performance through the use of an agreed marking system that identifies goals and clarifies errors.
- 1.7 To provide opportunities for teachers to assess the effectiveness of teaching strategies.

2. EFFECTIVE MARKING

- 2.1 High quality marking should actively involve pupils in their own learning and, as such, there may be times when it is possible to mark alongside a pupil while a task is being carried out.
- 2.2 Where this is not possible, children should be given adequate time to read the written feedback provided for them by teachers in order to ensure that they have understood the comments, that they have a clear understanding of their successes/next steps and so that they can then respond meaningfully.
- 2.3 Self/peer marking will also be encouraged when appropriate. Teachers should help pupils to establish rules about being a good talk/response partner before allowing children to become involved in peer assessment (in order to safeguard self-esteem). Children will become familiar with the process of using agreed success criteria before commenting upon another pupil's work. The quality of peer assessment will be closely monitored by the teacher.

3. TYPES OF MARKING

Identifying Success

3.1 Some pieces of work will only need a tick and reference to the learning objective, which should be clearly stated on each piece of work. The teacher will identify and use a pink pen to tick positive aspects of the child's work that link with the learning objective. Occasional written comments may be added to a pupil's work in pink to motivate, enthuse and inspire (particularly when a child has made good progress/written well at length).

Identifying Areas for Improvement

3.2 'CLOSING THE GAP' MARKING

This type of marking is much more detailed and proven to have the greatest impact upon a pupil's learning and progress. Work will be marked in pink as always but then green pens will be used to set further challenges for pupils and indicate areas for improvement. Comments are most effective when pupils are asked to do something which they can respond to immediately. When appropriate, examples may be provided by the teacher in order to scaffold the pupil's response.

3.3 MARKING OF SPELLING

Pupils will be encouraged to make phonetically plausible attempts at spelling. Their efforts should not be corrected unless they have misspelt a pre-taught high frequency/statutory word. Incorrectly spelt words will be underlined in green and corrected in the margin. Pupils will be encouraged to learn these words as personalised spellings. More able pupils should be encouraged to locate the correct spelling for themselves in a dictionary.

4. MONITORING and EVALUATION

4.1 Members of the SLT and Subject Leaders will regularly review samples of work books from each class to monitor the implementation of this policy. Feedback to teachers will be given as appropriate.

5. EQUAL OPPORTUNITIES

5.1 All children, irrespective of their gender, race or ability will be given the same educational opportunities to respond to comments made by their class teacher and make improvements to their work as appropriate.

6. HOME/SCHOOL LINKS:

6.1 A copy of this marking policy will be published on the school website. At parental consultation evenings, all parents will have the opportunity to look through their child's written work and discuss their progress towards age related expectations.