

FOREST OAK SCHOOL

MARKING POLICY



Updated: Y Maddison 2017

Approved by Governors: July 2017

MARKING POLICY

RATIONALE

This policy reflects the school's values and philosophy in relation to giving children feedback about and marking their written work. The policy is a working document, which generates and informs good practice within our school. It is also a means of promoting learning. Throughout the school practice is consistent and in line with the overall policy on Assessment, Recording and Reporting.

AUDIENCE

This policy is for all teaching staff, supply teachers and teaching assistants who are involved in marking and feedback of any kind. It is also to inform parents of assessment for learning practices, how children are involved in their own learning and how written work is marked.

WHY DO WE MARK

- ❖ As a source of active dialogue with pupils and their learning
- ❖ To identify, check and monitor pupils' progress in relation to planned learning objectives
- ❖ To enable pupils to understand themselves as learners and to understand how to take their learning a step further so as to achieve more highly
- ❖ To give encouragement in order to improve the pupil's confidence
- ❖ To recognise the pupil's achievement
- ❖ To identify pupils who need support or more challenging work
- ❖ To encourage pupils to check their own work and to value it
- ❖ To assist staff when completing individual records and compiling reports
- ❖ To inform future planning
- ❖ To provide a record of past interaction for outside audiences e.g. parents

WHAT PRINCIPLES SHOULD WE ADOPT?

- ❖ It should be fair and consistent
- ❖ Comparisons with other pupils should be avoided
- ❖ It should not confuse attainment with achievement. The emphasis in marking will be on a pupils' achievement/progress. It will be linked to learning targets/next steps for all pupils.
- ❖ The criteria for marking any piece of work should be established with the pupil before work begins and/or marking done
- ❖ Marking needs to be positive, constructive and sympathetic, but without ignoring areas of difficulty
- ❖ Marking should focus on the learning objectives for the lesson and on the individual's next steps.
- ❖ Marking of pupils' work, either written or verbal, will be regular and frequent
- ❖ Pupils will be challenged to think for themselves
- ❖ Pupils will have the opportunity to respond to feedback
- ❖ Feedback includes the use of stickers, stamps etc.
- ❖ Not all work will be marked in the same depth. This will depend on the task and the intended outcome

HOW SHOULD WE MARK?

- ❖ All marking will be carried out using a green pen

- ❖ All positive comments at the end of a piece of work will be framed within a bubble/cloud.
- ❖ All written targets (next steps) should be preceded by a horizontal arrow
- ❖ All comments are written in a way that both pupils and parents can understand. This may include the use of symbols and stickers for pupils who cannot yet read
- ❖ All pieces of work will have a 'mark' to indicate that it has been seen by a teacher or LSA and will be initialled
- ❖ Progress against the learning objective and will be indicated by a small tick above the relevant phrase/section
- ❖ Where pupils have used self-assessment, the appropriate coloured traffic light dot should be marked beside the learning objective
- ❖ Where peer assessment is used, pupils should mark with a 'P' and their initials
- ❖ Where teachers/LSAs have spoken with the pupil about their work the symbol 'T' should appear, accompanied by an additional comment as appropriate
- ❖ Stickers will be provided to indicate whether work was completed on an individual basis or as part of a group or pair or one-to-one with an adult
- ❖ Written work will be marked as soon as possible after completion
- ❖ Non-written tasks will be responded to verbally and a record kept (as per current practice, in exercise books or as a separate log)

HOW OFTEN DO WE MARK?

- ❖ Most work should be marked before the next lesson
- ❖ In maths and English detailed written comments will be used at least once a week. These will summarise performance and outline future targets
- ❖ In other subjects, at least one piece of work for 3 different ability levels should be marked in detail each lesson. Care should be taken to ensure that all pupils have had at least three pieces of work marked in detail over the course of a half term's unit of work

SUBJECT-SPECIFIC MARKING

Literacy

The following guidelines will primarily be used when pupils are drafting work

- Spellings - SP (1-3, depending on ability level; misspellings of high frequency words will be noted in pupils' folders in KS3-4. To learn, pupils will use Look Say Cover Write Check)
- Punctuation - P
- Caps - capital letter missing
- ? - to show that something does not make sense
- ^ - omission
- // - in margin to show new paragraph needed

Numeracy

- Ticks are used where answers are correct
- Incorrect answers are shown with a dot
- Feedback should focus on 'how'

Other Subjects

- SP - for subject specific vocabulary

RESPONSIBILITIES

Class teachers are primarily responsible for setting and marking pupils' work and for ensuring that pupils understand the marking. Pupils are responsible for responding to marking. Subject Leaders and the Leadership Team will ensure that consistent standards of marking are maintained.

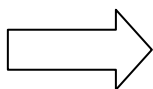
MONITORING

Subject Leaders and the Leadership Team will monitor the implementation of this policy. The Assistant Head Teacher with responsibility for Assessment will ensure that this policy is implemented and reviewed on a regular basis.

SUMMARY OF MARKING SYMBOLS



Positive comments



Next steps



Assessment against Learning Objective

P (+ pupil initial) or sticker



Peer

assessment

pupil peer-assessment

T (+ comment and initial)

Teacher/LSA has talked with pupil about this work



Traffic light coding for pupil self-assessment

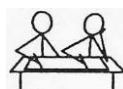
Stickers to indicate group/independent/paired/1:1 organisation



Group work



Independent



Pair work



1:1 support