



MARKING POLICY

Date of last review: March 2016
Date of next review: March 2018



Marking Policy

This policy forms part of a whole-school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment. At Woodsetton we aim to create a positive learning environment in which pupils are valued as individuals and encouraged to fulfil their own potential. How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes, future achievements and progress made.

Rationale

At Woodsetton we believe that marking reinforces children's understanding that their work is valued and that time has been taken to read and respond to it. Marking is one means by which we can ensure that children receive feedback about their work. As a regular point of contact it is important that children feel their efforts are acknowledged and given attention. This marking policy aims to provide a consistent, coherent approach across the school that is understood by everyone.

Aims

At Woodsetton School we believe that marking should provide feedback to the pupils on their success and offer guidance to enable them to improve their performance. It should indicate to the teacher where the pupil is having difficulty or performing well. It should promote, when possible, discussion between pupil and teacher. Marking is intended to act as a constructive method of recording feedback to the individual child so that achievements are recognised and celebrated and targets for improvement/next steps are identified.

Marking should be an integral part of the assessment process and should:

- Be an integral part of classroom work
- Be meaningful
- Focus on moving the child forward in their learning
- Take into consideration pupil aptitude and ability in different areas of work
- Aid future lesson planning and assessment
- Be informative to pupils, parents and teachers
- Motivate the learner
- Be constructive
- Be clear
- Be fair
- Celebrate achievement and identify positive aspects of work
- Address its audience using appropriate language to the age and ability of the pupils
- Be as immediate as possible
- Focus upon the lesson objectives and/or children's individual targets and assess against them
- Be up to date



Objectives

- To mark according to the lesson objectives/individual targets
- To encourage and guide using the formal and informal rewards to effort and achievements
- To mark constructively
- To include targets and strategies for progress
- To use marking judgements to inform future teaching plans, records and reports
- To use the marking scheme adopted across the school for continuity
- To mark according to the audience
- Sensitivity should always be shown towards children's work and their feelings about it and comments should be positive wherever possible. Developmental comments should be followed by a suggestion or reminder for improvement in the next piece of work
- Use of a child's name in a written comment personalises it

Reasons for Marking

- To recognise, encourage and reward children's efforts and achievement and celebrate success
- To develop self-esteem and reinforce the value that we at Woodsetton place on each child's work
- To provide a dialogue between teacher and children and clear appropriate feedback about strengths and areas for development in their work
- To improve a child's confidence in reviewing their own work and setting future targets / next steps in learning
- To indicate how a piece of work could be corrected or improved
- To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed
- To provide evidence of assessments made and help moderate the interpretation of learning intentions and outcomes received
- To aid curriculum planning

Marking should be positive, clear and appropriate in its purpose. It needs to offer positive benefits to staff and pupils and outcomes need to be fed back into planning.

Responses

Teachers communicate their responses to pupils in several ways:

- Written responses by the teacher, themselves or their peers
- Oral responses
- Providing time for pupils to talk about and share their work, both with staff and other pupils
- Giving pupils opportunity to demonstrate their skills and display their work.



Responses may be:

- Personal – made by a teacher, teaching assistant or child
- Collaborative – made by a teacher and child, a group of children or any adult and child/children

Written Responses

Whenever possible, marking takes place with the children. This allows for discussion, a written comment and the opportunity for reflection by the child. It also provides opportunities for discussion about targets for improvement or the next step of learning. It is recognised that having the pupil present when work is responded to is not always practical due to time constraints within a lesson. In these instances, a written response is usually made when the teacher looks at a set of books for a class. When a written response is made, a follow up should be made in the form of a verbal response to the child.

Written responses are also an important role in giving some indication whether or not targets have been achieved. Achievement certificates, stickers and badges are awarded, and smiley faces are used where appropriate. All of these methods convey the teacher's opinion of the work. The aim is for a consistent approach which is understood and valued by pupils and their parents. Spelling mistakes, grammatical errors and factual inaccuracies are corrected when appropriate and explained; but the amount of correction must not destroy the pupil's self-esteem and motivation.

All written comments should be made clear, legible and in neat handwriting using a style consistent with that being taught to the children and be marked in pen (colour used must not be red). All written comments should be constructive in that they inform or advise the pupil as to how they can improve or further develop their work and only use language appropriate to the age and understanding of the pupil. All responses need to be grammatically correct and words spelt accurately.

Woodsetton Marking policy identifies the importance of the 'pupil voice' which is an important element of assessment throughout the school, using self and peer assessments, when appropriate.

Oral Responses

Oral responses are the main way of communicating assessments to pupils and occur in every lesson. They are used to value, praise, instruct and advise. Frequent interactions between pupils and staff help pupils to know what is expected of them, to understand the task and to know how well they are doing or have done.

These responses are usually made on a one to one basis between the pupil and the teacher or within a small group situation. There are occasions when these responses are made to a whole class for example when a common error has been identified and it is used to inform a teaching point within the next lesson. Pupils may be asked to make an oral response to their own work. They may be asked to explain how they tackled a task, which parts of their work they are pleased with, how they



could improve their work, etc. Oral responses should be positive and developmental. Developmental points should be made in a constructive manner so that the pupil is helped towards understanding what it is that needs to be improved. The tone of voice used is an important factor in how the response will be received by someone.

Encouraging pupils to share their work and demonstrate what they know, understand and can do

Pupils show, and if able, explain their work to the other pupils, staff, the head teacher and members of the Senior Leadership Team. In the Good Work assemblies, pupils' personal successes are celebrated. Smiley faces, stamps, stickers etc can also be awarded as a response to pupils' work. The displaying of a child's work within the classroom and around the school is also used to celebrate and share pupils' success.

Self-Marking/Assessing/Evaluation

- Self-marking/evaluation against shared learning intentions/agreed criteria can help empower a child to realise his or her own learning needs and to have control over future targets
- Children highlight success in their work and next steps

Expectations

A Whole School Approach

Although it is acknowledged and accepted that individual teachers will have additional marking symbols they wish to use, the key symbols used and expectations of marking within the different phases of the school can be found in the appendices of this policy. (checklist and marking symbols)

To aid consistency across the school, the marking scheme should be displayed in each classroom in a prominent position. Children should also be made familiar with the symbols at the beginning of the year and may also be encouraged to refer to them when sharing their own work with others.

Marking should be done and returned to the child as soon as possible. The more immediate the feedback the better. Consideration should be given to the level of publicity that oral and written feedback is given.

If it is possible, marking should be done with the child present. Comments should focus upon key issues linked to specific pupil targets rather than attempting to correct all mistakes.

All work marked should be initialled, eg. headteacher, class teacher, support staff, supply etc.

Equal Opportunities

Marking should be as objective as possible whilst also allowing for the different levels of ability and the need to motivate. Children should perceive the marking system to be fair and be given access to any criteria used.



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Each teacher should be vigilant for trends in performance that might be related to ethnic origin, social class or gender. Every attempt should be made to avoid allowing personal preference to effect marks awarded or comments made.

Parental Involvement

Marks given and judgements made will be summarised and fed through to parents during parents' evenings, via reports and sometimes using the home/school link books.

Policy Review

This policy will be reviewed by the Headteacher, Senior Leadership Team, classteachers and the Governing Body every two years or earlier if deemed necessary. Its success will be judged according to:

- Its successful application throughout the school by teachers and other staff
- How clear children are about the symbols used and their purposes
- The extent to which children have made progress as a result of good quality marking impacting on their learning.

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