



MARKING POLICY

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Revised			
Author/Owner	Curriculum Committee		

1. Introduction

At St Thomas Primary School we believe that feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

2. Aims

To use the marking of children's work across the curriculum as a strategy to:

- show that we value the children's work and through praise encourage them to value it too;
- feedback to children on performance, supporting their progressive development; and
- provide an assessment record.

3. Marking For Assessment

Marking children's work should be a manageable form of record keeping for everyone. This should feed into school assessment records, which are based on subject specific skills and National Frameworks. It is immediately available to, and 'owned' by the child, and should have more impact on learning.

Marking should focus on how well a child has achieved the learning outcome. This is not simply through secretarial skills, but through written and oral work, as well as contributions to lessons.

In learning situations teachers should ask themselves whether learning intentions and objectives are clear to the child. At St. Thomas Primary School outcomes will be recorded through 'I can' statements, which will accompany children's work.

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged or given detailed attention.

4. Marking As Feedback

Written feedback can lead to improvement in attainment by specifying achievement. This in turns supports raising standards across the curriculum. If verbal feedback supports written feedback, this can specify how to improve certain aspects of work. Feedback is directed, therefore, from the teacher to the child on what is good, and what can be improved.

Feedback is often a combination of both these aspects, specifying attainment and improvement and dialogue in constructing achievement and improvement, either individually, in a group or the whole class.

Whenever possible, marking and feedback should be shared with the child by either the teacher or learning support assistant. However, this is not always possible.

When marking is undertaken away from the child, teachers should consider :

- Does the child understand the symbols?
- Can the child read my comments?
- Do I allow time for these to be read?
- Do I plan in time for some improvement to the work, or does this have to be transferred to another piece of work another time?
- For assessment to be formative, the feedback information has to be used. Do children have time to improve? Is drafting used to support this process?

Improvements can be made when re-drafting, but not all work need be re-drafted. To save lengthy comments highlight sections that show achievement of the objective. Marking is, therefore, based on the learning outcomes and objectives alone, not on all of a piece of work at once. This can allow a better focus for the child too.

Effective marking should include the involvement of children in assessing their learning. Effective marking should :

- Provide clear feedback to children about strengths and areas for development in their work;
- Recognise, encourage and reward children's efforts and progress.
- Record children's progress;
- Help parents to understand their child's strengths and areas for development in their work;
- Provide children with next steps/targets for improvement;
- Address misconceptions;
- Be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).;

5. Agreed Marking System

Marking symbols will be displayed in classrooms for all to be aware of, including learning support assistants and supply teachers. They will be regularly discussed with children.

Only blue or black pens should be used for marking, never red.

Learning support assistants and supply teachers will be expected to mark in the same way with any child or group of children they work with.

Children should be encouraged to check work to aid movement towards self-evaluation and self-improvement.

The extent of the teacher's response to a piece of work will be determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration will be given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

6. Attachments

- 6.1 Marking Symbols - Key Stage 1
- 6.2 Marking Symbols - Key Stage 2

7. Document History

v1.0	Approved by Curriculum Committee (2nd October 2008)
v0.2	Reformatted and benchmarked by Clerk (July 2008)
v0.1	Draft supplied by Headteacher (April 2008)

Marking Symbols Key Stage One

sticker

supported work

not acceptable

incorrect answer

'I can....' focus : highlighted if achieved /

underlined if nearly achieved

Marking Symbols Key Stage Two

sticker

OK / correct (maths)

unacceptable work

adult support (please initial as well)

incorrect

try again

oral feedback given

oral contribution (by focus)

'I can....' Focus highlighted if achieved

put in margin ; incorrect word underlined and written clearly at bottom of piece of work ; 3 - 5 spellings to be identified in all subjects.

Children to initial when any actions have been read / addressed