

BYLEY PRIMARY SCHOOL & NURSERY

MARKING POLICY

Approved by Governors: October 2018
Review Date: October 2021

Marking Policy

Rationale

Marking is an essential part of planning, assessment, teaching and learning. Effective marking can have dramatic impact on the progress of all children. It leads to an improvement in standards, promotes positive attitudes and behaviour and acknowledges achievement. Understanding what to improve can accelerate learning and ensure children get the most from every lesson. When used alongside challenge and focus on key concepts, effective marking gives all children the best opportunities to progress.

Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

Some of the work done in Key Stage 2 and much of the work done in the EYFS and Key Stage 1 is practical and will require verbal feedback (VF). We use our judgement as professionals in a constructive way when working with young learners to take them forward. We believe that the most effective way of marking for all pupils is through dialogue.

Aims

- To provide constructive feedback
- To accelerate learning
- To promote higher standards
- To correct errors and clear up misunderstandings

- To provide information for assessment
- To inform planning

- To allow pupils to reflect on their past performances and, where appropriate, to set new targets together with the teacher
- To encourage, motivate, support and promote positive attitudes
- To recognise achievement, presentation and effort
- To show pupils that their work is valued

Objectives

- Be related to specific targets and learning objectives which are shared and made clear to the pupils in advance
- Ensure that pupils know how well they are doing and what they need to improve to make further progress
- Provide pupils with opportunities to assess their own work and that of others
- Set targets for children where appropriate to ensure pupil motivation and involvement in progress
- Encourage a dialogue between teacher and child
- Be related to needs, attainment and ability
- Be positive and constructive with appropriate praise given

Teaching and Learning

This policy reflects and reinforces the aims that marking will advance learning by motivating, highlighting and challenging, where appropriate. It will reinforce what the children have learned and identify the next steps.

Broad Guidelines

- Work is not always marked in detail, but *is* checked. This simply indicates that work has been seen and may be done during or after the lesson
- Work done in Literacy and Maths will be marked in detail as appropriate to the task. In other subjects, some work will be marked in depth, with the marking focus being on the specific learning objectives for that lesson. The remainder will be ticked to show it has been read, basic spelling and punctuation errors will be corrected
- Work is marked as soon as possible, i.e. same day or next day, so that the child can benefit from it
- Marking includes verbal feedback (VF) and written feedback
- Teachers feedback includes 'Next Steps' and 'Fix-It' comments, to ensure that marking fulfils its purpose of improving children's outcomes
- Children have opportunities to respond to the teachers' comments. Responding to teachers' comments is a skill and children will be taught how to reflect on these and respond to them.
- Marking will sometimes be done in the classroom with the child or a group
- Self-marking includes 'smiley faces'/the 'traffic light' system and Pupil/Teacher (P/T) boxes. This gives children opportunities to self-evaluate their work
- The date, title and learning objective will be evident where appropriate (recorded by the child where possible)
- Green pen is used and care is always taken to preserve the integrity of pupils' work
- There may be times when it is appropriate for a TA to annotate work
- Homework is marked as rigorously as class work

Planning and Assessment

Marking informs planning and provides information for assessment.

Corrections support the child's learning but it is important to remember that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers will use their professional judgment when deciding how many corrections to mark.

Teachers may plan to mark work done by a group together, so that they can focus on developing particular objectives with targeted groups.

Marking is for the direct benefit and improvement of the children's work.

Marking is therefore undertaken by the teacher to inform the child of the progress they are making and targets they need to work towards.

Comments will be written where appropriate to either reinforce what the child has done or to give targets for future work.

Time is given to pupils to reflect upon marking to ensure that it supports improvements to their learning. Sometimes this involves re-drafting a section or responding to the teachers' comments. They are also given the opportunity to discuss their work with the teacher.

Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children about their progress.

Monitoring, Evaluation and Review

A key aspect of the Head teacher and subject leaders' roles is to monitor, evaluate and review the effectiveness of our marking procedures throughout the school. This is achieved in a variety of ways including reviewing planning, scrutinising work, discussions with staff and pupils, observing in lessons, providing appropriate and high quality resources.

Staff Development

We are committed to ensuring that all staff develop and maintain their skills and are able to make professional decisions regarding assessment and marking. Staff are encouraged to identify areas in which they feel they may benefit from further training. Training needs may also be identified by the subject leader. Training may be provided in a number of ways including in-school provision and attendance on courses. The subject leader will ensure that staff are made aware of training opportunities.