



Marking Policy

Reviewed: April 2018

Next Review: April 2020

Introduction

We believe marking should provide constructive feedback to every child, focussing on success and improvement against learning objectives. Marking should help children to become reflective learners and to close the gap between current and desired performance.

Marking should:

- Relate to learning objectives taught during the lesson.
- Give children recognition and appropriate praise for the success of their work.
- Encourage children, by demonstrating the value of their work, thought and effort
- Give children clear strategies on how they can improve their work
- Be accessible to children
- Measure progress against targets, school or national expectations
- Provide a tool for teacher assessment – diagnostic, formative or summative
- Help the teacher to evaluate teaching and inform future planning
- Be manageable for teachers

General Marking Objectives

- If our marking is to be effective and of value to ourselves and to the child, it is important that both teacher and child participate. Work should be marked with the child when practicable. ‘Distance’ marking should be a dialogue not a monologue. If the child is not involved, the chances are that the time teachers spend marking work is wasted.
- We must focus on the **learning objective** and the **success criteria** for each piece of work and communicate this to the children before each piece is started. Both should be displayed in the classroom during the lesson. This helps to raise pupils’ awareness of the specific points, e.g. content, expression, vocabulary, grammar, genre, which will be the focus of marking. Children should write the learning objective at the top of their work.
- Marking must focus on improvement. It should have a positive effect on the next piece of work produced by the child
- Exhaustive indication of every mistake is inappropriate for story, creative and expressive writing. Such work is very personal to the pupil, and is frequently written faster than the child’s mind and hand can manage and as a result usually contains more errors than usual. It requires a different marking technique (see Focus Marking). However, frequent or basic errors should be addressed.
- Marking should be sensitive to the abilities of the child and his/her capacity to benefit from it. Marking should balance the desire to improve with the need to encourage.
- The teacher’s response to written work should be aimed at developing a dialogue between pupil and teacher

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- Ideally a child should be with his/her teacher when work is marked so that the marking has the greatest possible meaning, both for pupil and teacher. However, the constraints of time mean that this is rarely possible and 'distance' marking is necessary instead.
- Children should respond to marking, otherwise there is no point in marking. Children must be encouraged to read marking and to respond in writing, verbally, individually or in a group activity.
- The children will benefit from marking if they understand the marking system. There is therefore a need for a simple and consistent scheme of marking (See Junction Farm marking checklist)
- Work in core subjects must be quality marked
- Work in foundation subjects needs to be marked with reference to the learning objective. At times a general comment may be relevant but should not be common place
- Every piece of work must be marked in an appropriate way

Marking Strategies:

Summative Marking – usually consists of a ticks and crosses and is appropriate for closed tasks or exercises.

Focused Marking – concentrates entirely on the success criteria of the task. This is carried out once a week in Writing and in Numeracy. Examples of where the child has met the success criteria are highlighted in their work and the success criteria at the top of the work are also highlighted. A positive, specific comment is given and a response task is set for the child to complete. Where the child has achieved all the success criteria a task is set which is designed to challenge and move the learning on.

Self-marking – when possible children should self-mark closed tasks, individually, as a group or as a class. They should also be trained to self-evaluate, identifying their own work against the learning objective and success criteria.

Response Partners – children can also be trained to evaluate a partner's work identifying successes against the learning objective and the success criteria. This enables the children to assess their own progress against others and look for ways of improving their own work. It also generates useful dialogue about the task.

Frequency of marking

- Marking should take place soon after the work has been completed and handed back as soon as possible.
- Marking can take place during a lesson, providing immediate feedback.
- Books should always be marked before the next session of that subject.
- Long term projects may be marked on completion – children need to know this in advance.

Marking of written work

Although The Big Write is marked entirely to the success criteria, marking of other writing will also need to highlight certain elements in order to encourage correct grammar, spelling etc. This must take into consideration the child's abilities and personal targets. It should be selective; children cannot effectively focus on too many things at once. However, children need to know that expectations of



their writing are the same in all areas of the curriculum i.e. a 'secure' writer in English should produce 'secure' writing in all subjects.

Marking of Maths Work

Maths work must be marked to show whether each answer is right or wrong. A comment may also be added which tells the child how well he/she has met the objective or the success criteria and, when appropriate, which features need to be improved e.g. errors in processes, misunderstanding of concepts, misspelt vocabulary, accuracy or quality of presentation.

Reward Systems

A range of rewards are given, both for excellent work and also good effort.

- Verbal and written praise
- House Points
- Stickers

Children's Responses to Marking

In Focused Marked tasks children will complete the response task.

In any book they could respond to a question the teacher has asked.

They may carry out corrections e.g. practise a spelling or correct a maths question.

They must be given time to read and respond to marking.

Presentation of Children's Work

- All KS1 will write in pencil. Pens will be introduced as children are judged to be capable and when they receive their pen licence. All pens should have blue ink.
- The date should be written at the top of each piece of work.
- The learning objective (WALT) should be written under the date.
- When children self-correct, they must put a single neat line through the error, or in maths, a neat cross next to the mistake. Children are allowed to use rubbers at the teacher's discretion. They are not allowed to write over work once it has been marked.

Children with Special Educational Needs

SEN children will benefit most from their work being marked at the time and with a face to face dialogue. The child's particular needs may require a different approach to corrections or to a response. Careful attention should be paid to their small step targets and progress noted.

Gifted, Talented and More Able Children

Should be given plenty of opportunities to develop their own evaluation skills by working independently and co-operatively e.g. checking work with a response partner, using peer assessment skills such as 2 stars and a wish etc. They should be encouraged to be confident in their dialogue with the teacher about their work, written or verbal.

Rights Respecting Schools

Children know they have a right to an education. They must also recognise their responsibility to act on teacher's marking and to try their best to produce quality work.



Monitoring and Evaluation

Focus marking scrutiny is carried out twice a year in Writing and Maths. Subject leaders carry out checks on other books and the marking of work when they carry out lesson observations or lesson swaps.