



## **Purpose and Aims of the Marking Policy**

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. A marking policy helps to promote consistent standards of marking and common methods from one teacher to another.

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

- Marking indicates teacher satisfaction and expectations (positive reinforcement).
- Marking indicates strengths and weaknesses and how the child can improve performance.
- Marking is an effective way of keeping the child focused on agreed targets and encourages self-assessment and self-correction.
- Marking demonstrates the value and respect due to children's efforts.
- Marking provides an indication to parents about their child's progress.

## **Assessment for Learning**

The Five Key Actions of Assessment for Learning are as follows:

### **Sharing Learning Intentions**

Agreed learning intentions give students a deeper understanding and ownership of their own learning process. This brings increased motivation and the desire to stay on task for a longer period of time.

### **Sharing and Negotiating Success Criteria**

Created by pupils or in conjunction with teachers, clear success criteria aid self-assessment and helps identify the steps needed to complete a task.

### **Feedback**

This is essential for effective learning and teaching. Strategies such as '2 stars and a wish', comment-only marking or providing prompts for improvement, can help plan the next steps in learning.

### **Effective Questioning**

Using more open-ended questions, giving more thinking time, using pair share and so on can help pupils feel more confident to put forward new ideas, think out loud, explain their reasons and explore their understanding.

## **How Pupils Reflect on their Learning**

(Peer and Self-Assessment and Self-Evaluation)

Allows pupils to reflect on what they have learnt and how they have learnt it. Using strategies such as thumbs up or useful thinking prompts can encourage pupil self-evaluation

### **Implementation**

#### **Whole School Approach to Marking**

- Marking needs to be completed regularly, kept up-to-date, and promptly returned to pupils.
- Pupils need to understand marking systems, both the criteria for marking as well as the comments awarded.
- Marking should include comments, not just ticks. They need to be encouraging. It is particularly important that the comments tell pupils how to improve their work. At Glencull PS we do this in the form of two stars and a wish or a number of other ways.
- Whenever possible, marking should relate to the learning intention of the lesson (W.A.L.T.) or the success criteria set, but not be so stringent or exhaustive that improving all that is pointed out is unachievable for the child.
- The amount of marking should be manageable for teachers. We are aiming for quality not quantity. No all pieces of work are marked.

#### **Foundation Stage**

- Ideally marking in the Foundation Stage should take the form of verbal feedback from an adult during the learning activity. “At the elbow” assessment and feedback gives children the opportunity to discuss their learning and ask questions.

#### **Homework**

- Homework should be marked and kept up to date. A supportive comment will be made in an attempt to offer help in terms of how work can be improved or to note why a piece of work is good. See homework policy.

#### **Self and Peer Assessment**

All teachers use self and peer assessment across the curriculum areas. The children are able to assess their work by compiling a list of success criteria at the beginning of the lesson with the teacher and checking their work against these criterion when they have finished.

Spelling, grammar and punctuation will not be corrected in all work if we are marking towards the learning intention for the lesson. Correcting every error would be extremely time consuming and demotivating for the learner.

#### **How will marking in the school be monitored?**

Marking will be monitored through the analysis of books by subject co-ordinators.

Updated : 23<sup>rd</sup> Feb 2022

Chair \_\_\_\_\_

Principal \_\_\_\_\_