



St. Joseph's RCVA Primary School Gateshead



Marking Policy

Introduction

This policy forms part of a whole school approach for teaching and learning, and relates to planning and assessment.

The ethos of the school, where pupils are encouraged to become lifelong learners and where pupil's self esteem is carefully developed, requires that children's work is received and marked consistently and with a positive and supportive approach.

Purpose of Marking

- To recognise, encourage and reward pupil's effort and achievement, and to celebrate success.
- To provide a means of dialogue between teacher and pupil, and to give clear, appropriate feedback about strengths and weaknesses in their work
- To improve pupil's ability to review their own learning and progress, and to support them in improving by identifying 'next steps' in their learning
- To identify pupils who need additional support/challenge in particular areas and to help to identify the nature of support/ challenge required to help pupils to make further progress
- To involve pupils directly in their own learning as they become more confident in recognising their role as learners
- To aid teachers in their assessment of pupil's progress and achievements, which should be used to inform planning to meet the changing needs of individual learners

Marking should be positive, clear and appropriate in its purpose.

It needs to offer positive benefits to both staff and pupils and its outcomes should be used to inform planning.

Principles of Marking

Children are encouraged to develop skills as independent learners, with an awareness of their own strengths as well as being aware of areas for further development. They are encouraged to take an active part in evaluating their own achievements and identifying areas where improvements can be made.

Teachers support pupils in this process, and guide pupils in recognising their achievements and supporting them in improving.

It is essential that:

- Pupils are made aware of the Learning Intention of the lesson and of the Success Criteria which will enable them to achieve it
- Pupils are encouraged to reflect on their own learning in each lesson
- Marking/ feedback is linked directly to the Learning Intention and the agreed Success Criteria
- Marking/ feedback is positive and supportive, recognising effort and achievement, as well as indicating strategies for improvement.
- Pupils are encouraged to recognise their role in the learning process and use the feedback they are given to improve their own work.

- Pupils are encouraged to assess and evaluate their own work as well as that of their peers, and will be enabled to do this by structured support over time.

Where possible marking/ feedback should take place with the pupils and during the lesson. It may often take place as oral feedback.

This should enable pupils and teachers to recognise the extent to which learning intentions have been met and provide opportunities for identifying 'next steps' to be taken.

The Nature of Marking/ Feedback

The school recognises that much of children's learning may be demonstrated in ways other than in written work.

When marking work presented in written form it is important to show the pupils that they have a genuine audience; one which is interested in what they have achieved and who is not just looking at work in order to find errors.

Marking should be focussed on the Learning Intention and Success Criteria, so the marking of spellings, punctuation and other secretarial features including handwriting should be done sensitively so as not to detract from pupil achievement.

Verbal or written feedback should focus on achievement together with suggestions for improving further learning.

- Comments should refer to the Learning Intention which should have been shared and understood by the pupils.
- Comments should form the basis for dialogue between the teacher and pupil about their learning
- Comments may be written or oral, formal or informal
- Comments could be given on an individual or group basis

Current research shows that immediate feedback is the most effective and is therefore most likely to be ORAL rather than WRITTEN.

Oral Feedback

- This can be very powerful because it is immediate and has maximum impact when recognising successes and illustrating improvements based on the Learning Intentions.
- Should be interactive and encourages pupils to think about their own learning.
- It gives pupils opportunities to reflect on their own progress through talk and discussion.
- Enables pupils to understand their learning and identify ways to improve.

Written Feedback

- Is generally done by the teacher but could be done by pupils (self or peer assessment)
- Should always be legible and clear in meaning
- Should be developmental (i.e. Children find out how they are getting on and what their next step should be)
- Should relate to the Learning Intention and agreed Success Criteria.
- Should show sensitivity towards children's feelings about their work, recognising effort, and should be positive and encouraging. Developmental comments should be followed by an improvement strategy.

- Should allow sufficient time for pupils to read comments and make necessary improvements. These comments will be recorded in purple pen by the children. The children understand that this is progress work.
- Where possible should include the use of the child's name to personalise it
- Should lead to self marking/evaluation to help empower pupils to reach their own learning goals.

Marking in English

It must be recognised that many different types of written work are produced, and for many different purposes.

A consistent approach to the marking of written work should be developed throughout the school. This should reflect the nature of the writing purpose and genre.

A Marking Key is available and should be on display in classrooms, and pupils should become familiar with it.

Spellings...should only be corrected if they should be known to the child. i.e. Key Spellings. Pupils will be asked to find, and correct own spellings of key words.

Where a Spelling Test is given it is often more useful for pupils to be encouraged to mark their own work. Teachers can use this as an opportunity for further teaching of spelling strategies or rules.

Handwriting/Presentation...is always important but may not always be the key feature of a piece of written work, so should be marked sensitively and can often be addressed with a verbal comment.

Grammar, Spelling, and Punctuation Exercises... often only require acknowledgement marking or 'ticking' correct responses and can often be self marked.

Writing...should always be treated with sensitivity. We aim to encourage confident, imaginative writing, suited to its purpose. Learning Intentions and Success Criteria should be clear, so that pupils know what is expected and understand how their work is being marked.

Key Features of Marking

- Self esteem is a significant part of becoming a successful learner.
- All achievements should be recognised.
- Pupils should be helped to understand that Learning is a lifelong skill and that making mistakes is part of the learning process.
- Pupils should be encouraged to take an active part in their own learning, by becoming thoughtful, reflective learners who are able to monitor their own progress and are supported in making improvements.
- Good marking/ feedback should be a dialogue between teachers and pupils.

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