

MARKET FIELD SCHOOL LEARNING COMMUNITY MARKING POLICY

RATIONALE

To ensure that all pupils have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. As a result of this policy there will be greater consistency in the way that pupil's work is marked across the Key Stages. Our Marking Policy is embedded in an Assessment for Learning Policy throughout the school and it links to the Homework Policy and Assessment Policy.

PURPOSE

The purpose of the marking is:

- to recognise those areas of school work which are good and to improve upon them
- a means of giving encouragement towards producing work at an acceptable, yet challenging level.
- to indicate to pupils what happens next and what improvements can be made to ensure progression.
- to check for standards, individually, and within the class
- to determine whether a child can work within set time limits or targets as appropriate.
- to measure the schools progress against national standards taking into account pupil's specific needs.

PRINCIPLES

Marking of pupil's work can have different roles and purposes at different times and can involve both written and verbal feedback.

- Whenever possible, teachers should provide individual verbal feedback to pupils. There are occasions when this is not appropriate - for instance, the marking of controlled assessment units in years 10 and 11.
- The marking of pupil's work, either written or verbal, should be regular and frequent.
- Teachers should look for strengths before identifying improvements when marking work.
- Marking should be linked to learning intentions/success criteria/targets.
- Marking procedures and marking standards should be consistently applied across the school from Foundation Stage up to and including Key Stage 4.
- For certain pupils, marked work will be kept separate to their day to day class books. These pupils will be given verbal feedback.
- It is recognised that in some classrooms the marked work is to inform adults rather than the pupils. The marking should still be to the same standard to ensure the adults working with the pupil are aware of the next steps and targets.
- The marking criteria should be displayed in each classroom as appropriate and pupils should understand the meaning of the marks/markings they receive. In classrooms where pupils do not have the level of understanding or awareness to gain meaning from their marking, it should still be displayed in a 'staff area' as a means of explanation to adults working with the pupil to ensure work is annotated to inform next steps.

- Where appropriate, pupils should be trained in marking, self-evaluation and peer assessment and be given opportunities to mark their own and others work, to make improvement suggestions and to act upon the suggestions made. How this is done will depend on the pupils level of development and level of awareness.
- Marking should provide pupils the opportunity to develop their self-esteem whether through verbal or written cues.
- Marking practices and procedures should be in keeping with the school's policy on assessment.
- Information for parents should be given by the school and feedback is provided to parents via consultation evenings or as required.

GUIDELINES

The following procedures for correcting and improving pupil's work should be implemented by all staff.

- Feedback and marking needs to be written and/or verbal according to both the ability and level of understanding of the child.
- Where appropriate, work should be corrected according to the curriculum focusing at the teacher's discretion e.g. in a piece of Science work, correct the Science, not the English content.
- When marking a piece of work follow the procedures in appendix 1.
- If pupils make first draft copies of their work after it has been corrected, originals may be kept as an indication of the pupil's true progress.
- Effective feedback needs planned time for pupil to make improvements/ response, but it is most powerful when included in the fabric of a lesson (e.g after 10 minutes look for a success, after another 5 minutes look for an improvement etc)
- Where appropriate a brief improvement suggestion should be made, following the format of a scaffold, example or reminder prompt. This comment should be informative (i.e. not just good, excellent etc) and linked to the learning intention/success criteria.
- Work should be marked in green pen - either biro or fibre tip.
- Where appropriate to the pupil's level of understanding, success should be highlighted in pink (the concept of 'tickled pink) and improvement points highlighted in orange (amber - nearly there). As a general rule there should be 2 successes highlighted and 1 improvement point.
- Stickers, merits or other incentives may be used as appropriate as a motivational tool.
- Written work should be accompanied by a learning intention - either written by the pupil or typed onto a sticker, where appropriate to the pupil's level of understanding. If a pupil is missing, the learning intention should still be written in their book as an indication of what they have missed.
- Useful feedback will be given in a way the pupil can understand. This can be verbal as well as written and will always include a target for improvement.

SELF EVALUATION/PEER ASSESSMENT

- Pupils should be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements.
- During lessons, pupils will be given the opportunity to evaluate how well they have understood what they have learnt. This will be through the use of red, amber and green and could be a dot on the work, the title underlined in a colour, the learning intention coloured in on a 'WALT' sticker or other appropriate ways.
- Pupils should agree some 'golden rules' of response partner/peer assessment/feedback work to safeguard self-esteem.
- Feedback/peer assessment can be oral or written according to the ability of the child.
- Pupils should be trained to give an improvement suggestion, where relevant.
- Pupils should be given time and opportunity to act upon suggestions.
- The quality of the improvement suggestions and of the peer assessment should be monitored by the teacher.

MONITORING AND EVALUATION

The Senior Management Team and the TLR holders will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in pupil's learning and greater clarity amongst pupils and parents concerning pupil's achievements and progress.

The performance indicators will be:

- An improvement in pupil's attainment - taking into account their starting point and expected progress.
- Consistency in teacher's marking across the key stages and between year groups.

EQUAL OPPORTUNITIES

The Feedback and Marking Policy and Marking Procedure, encourages the practice of inclusion for all.

Appendix 1: Agreed codes for marking:

I	Independent work
S	Some support needed. This is likely to include the use of a scribe where the ideas have been that of the pupil.
SF	Supported fully - the pupil would have been unable to complete this work at all without support.
VP	Verbal prompt given
GP	Gestural prompt given
PP	Physical prompt
H/H	Hand over hand
VF	Verbal feedback given