

MERE SCHOOL

Marking Policy

Pupils often tend to think that when teachers mark work, they are most interested in neatness and spelling. Whilst neatness and spelling are important, they are the 'table manners', rather than the 'meal'. A teacher may have a wide variety of purposes in setting a piece of work, e.g.:

- writing a factual, accurate account,
- use of descriptive language,
- the development of a logical argument,
- the depiction of a character.

The purpose of the work should be perfectly clear to pupils before they begin, and the marking of the work should reflect their success against these criteria. In this way, the pupil is clear about what the teacher is looking for and gains direct feedback about their success and how to improve in future.

Purposes of Marking

1. Marking is a means of communication with children. We mark:
 - to praise, encourage, motivate and raise self-esteem.
 - to highlight achievements and work which demonstrates a high standard.
 - to celebrate all work which shows marked progress for all pupils whatever their ability.
 - to help pupils to identify and correct mistakes or errors that they make.
 - to help pupils to identify what they need to learn next in order to make progress.
 - to promote a clear understanding of the expectations and high standards.
2. We mark to help teachers to assess the level at which children are working and to form part of our on-going teacher assessment and record of pupil progress.
3. Marking informs parents how the work has been evaluated by the teacher.

Principles

1. Marking should be fair and consistently applied by all staff, including supply staff.
2. It needs to be positive, constructive and sympathetic without ignoring areas of difficulty.
3. It needs to be selective, both in terms of what needs to be highlighted for individuals and what is appropriate for them.
4. The learning intention should be established before the work begins and/or marking is done, and where possible, it should include a target setting element.
5. Marking should be undertaken as soon after the work is completed as possible. With early years pupils and where appropriate with older children, the pupils should be involved.
6. All work should be acknowledged by the teacher, even if it is not to be marked directly.
7. Marking needs to offer positive benefits to teachers, pupils and parents.

We believe that good marking practice:

- plays an integral part in classroom routine;
- is of a positive and supportive nature;
- is carried out regularly;

- is, whenever possible, a joint activity between teacher and child;
- is known to pupils and seen by them as a tool;
- informs a third party (TA's, Parents, Headteacher, other Teachers etc.);
- has a consistent approach throughout the School.

Strategies

Marking is approached using a variety of strategies and levels of intervention.

These may include:

1. Narrative - written response/summary of strengths or weaknesses and points for development and improvement, often phrased in the form of a question.
2. Focused marking - reflecting the purpose of the task; not all spellings are corrected (see Spelling Policy); responding to a chosen focus (e.g. looking for spaces between words).
3. Marking with the child - we believe this is the best circumstance for marking, but accept that it is not always practical.
4. Use of signs, symbols and initials - see Appendix.
5. Marking by selection - this may include apparently uncorrected work (in this situation, the work will be initialed to show it has been responded to by the Teacher, E.S.A., designated adult, etc.).

Work which is on display will have been subject to teacher/pupil dialogue.

6. Children marking their own work or undertaking paired work - where appropriate.
7. The simple 'boost' - especially in the early years; this may be through stickers, smiley faces etc.

Marking methods

- pen (not red).
- neat ticks, underlining or circles, depending on the purpose (Please see appendix) - a dot indicates where corrections are needed. Corrections should be done next to the mark. (This applies mainly to maths, spelling and other short answer tests.)
- economic use of comments and symbols so as not to smother or deface work, wherever possible use margin or bottom of page.
- comments or questions that are intelligible, legible and appropriate for the particular child.
- initials of the marker - if not the class teacher e.g. students, supply teachers and TA's.
- If children mark their own work or that of their peers, they should be encouraged to do so neatly, and initial the work.
- At the beginning of some sessions teachers will give the children opportunities to look back at the teacher's comments from the previous lesson.

This policy should be given to all teaching staff, including regular supply teachers and students.

Autumn Term 2008

Review Spring Term 2011

Appendix 1

Marking Frame

As appropriate, the children will be introduced to the following symbols which will be used progressively and consistently throughout the school:

- comments may be written at the end of the piece of work giving feedback.
- marking will relate to the learning intention and /or child's targets.

Written work

Smiley Faces, for praise especially in the Early Years.

Celebrating correct use of letters - writing. (Reception and Year One)

Stamps/Stickers are given put on work or given to the child.

Literacy may be marked according to the whole school targets. When a child meets their target a T should be shown.

From Year 2

Spelling Up to 5 incorrect spellings are identified in each piece of work

Well done! Praise words to raise confidence

// New paragraph

O Punctuation error, frequency at teacher's discretion.

'See me' please/'Can we have a chat about this' please

Maths Marking

Incorrect answers in Key Stage 1 would just be a dot indicating there is an error or mistake.

Tick, or dot used at Key Stage 2 with discretion. If a child has obviously misunderstood and not got any answers correct then we would not give a whole page of dots. The teacher would need to discuss this with the child and alter plans to give them opportunities for further work on this particular area.

Corrections can be undertaken in the whole class sessions in Literacy and Numeracy when the teacher refers to previous learning. If there are common errors that several children have made then this could be addressed in the independent or group time for further explanation. They may also be discussed in the plenary session or be given as homework when the error has been discussed in class.