

St Margaret's CE Primary School

POLICY FOR MARKING

INTRODUCTION

- This document is a statement of the aims, principles and strategies for marking children's work at St. Margaret's CEP School
- It was developed following discussion by the teaching staff reflecting on their own best practice during the Autumn Term 2007
- It is in line with the outcome of the Every Child Matter agenda particularly in relation to the enjoy and achieve aspect
- This document is part of the wider Assessment for Learning agenda
- It was approved by the Governors' Policy and Curriculum Committee
- It will be kept periodically under review and will be monitored by the Senior Management Team

GENERAL AIMS

- To celebrate what children have achieved
- To identify and give guidance as to the next steps that need to be taken to take the child further along their learning journey

PRINCIPLES

- It should be a supportive and non-threatening process
- Teachers are not expected to **mark** every piece of recorded work (although they will audit it all) – some will be self-assessment, peer assessment and where appropriate, family assessment
- Teachers should aim to mark between a third to a half of the class's recorded work
- Marking should be age and ability appropriate
- Learning targets should be referred to in marking. It is vital that children know how they can move further
- Children need to be given time to read and reflect on the marker's comments
- Children should regularly get the opportunity to mark their own and the work of others, under guidance
- Children's assessment skills need to be developed by giving them examples of work and the assessment criteria, to be marked in pairs/small groups and then the findings to be shared with the whole class
- Use "three stars and a wish" during peer assessment, to focus on successes
- A manageable number of most appropriate spellings should be corrected, not every mis-spelt word
- In literacy, teachers should plan in at least one marking conference with a child per unit of work. This is where they can mark together looking at a previous piece of work. The guided time is an ideal time to do this
- In mathematics, incorrect answers on points of error should be circled, not crossed. The next step in the child's learning should be identified and children should use the smiley face symbol to show their level of understanding at the end of each lesson.

KEY STAGE 1

Handwriting

As children are doing their handwriting practice the teacher or TA will put a sticker next to a particularly good letter formation and tell the child why eg. “it is sitting on the line”.

Writing

The teacher will put a sticker or symbol next to something that they are pleased with and then discuss with the child. The Teacher will write the correct spelling above the child’s phonetic attempt if it is not clear to the reader when appropriate. If the whole sentence is unclear, the teacher will scribe for the child. When appropriate for the child, ie. Towards the end of the year, they will be expected to correct some of their mistakes. Where appropriate work is marked supported (S) or (I)

Maths

The teacher will tick correct work and leave incorrect work or write in the correct answer. Children evaluate their own work with a smiley face symbol. The teacher will indicate whether the work was supported (S) or independent (I) leading onto the children doing this themselves.

KEY STAGE 2

FOCUSED MARKING IN LITERACY (AGE APPROPRIATE)

This helps children to improve their work using scaffolded prompts:

OCCASIONALLY

Step One

- Annotate in three places where each pupil has most closely matched the learning intention. These can be individual words or whole sentences. (stickers:- golden moment, star or heart)

Step Two

- At the foot of the work, write an improvement suggestion. If, for example, the learning intention (wish) was for the pupil to develop an effective characterisation of a friend, the teacher could write:-
 - a reminder prompt (“Say more about the friend’s character”)
 - a scaffolded prompt (“Describe one time when he demonstrated why he was a good friend, for instance, when you were upset about something”)
 - an example prompt (“He is a good friend because he never talks about me behind my back”)

Step Three

- Give the pupils back their work and allow them five to ten minutes (depending on the context and their age) to make the small, focused improvement underneath the improvement suggestion
- Encourage them to read the part of their work that incorporated the improvement to a partner
- To begin with, the teacher marks one or two pieces of work per pupil a week in this way. The teacher incorporates this way of marking into a whole-class session or guided writing groups
- Gradually, the teacher hands over control to the pupils. First, they are asked to highlight their own successes in meeting the learning intention. Next, they identify one aspect of their work that could be improved

MARKING CODE

Below is a code for marking. It is vital that this is consistent and preferably displayed somewhere in the classroom or stuck into the front of literacy books. Pupils should use the same code when marking their own work.

Omission or wrong choice of punctuation.

Spelling error. This should be written in the margin and the word underlined. The correct word could also be written in the margin, at the bottom of the page or on a spelling card.

- Areas to look at.

- New paragraph.

- The marker does not understand what has been written.

- A favourite word, phrase or sentence that may reflect the learning objective of the lesson.

- Omission of a word.

Marking should be undertaken using a pencil or coloured pen, but not in red. Work that is audited, but not marked, needs to be initialled. Work that is discussed with pupils should have a speech bubble with a letter inside to indicate who the work was discussed with. This is considered to be a particularly valuable method of marking.

- for discussion with the teacher

- for discussion with TA

- for discussion with talk partner

Comments can be written other than at the end of a recent piece of work. For example, a successful practice has been writing dated comments on the inside back corner of a book or on a post-it, making sure reference is made to it during lessons.