



POLICY ON MARKING

Introduction

THIS DOCUMENT IS a statement of the aims, principles and strategies for provision of children at Sennen School.

Rationale

To ensure that all children 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 teacher, peer and self-assessment.

As a result of this policy there will be continue to be consistency in the way that children's work is marked across the National curriculum Key Stages.

Teachers will be sensitive to pupils who have specific learning needs and difficulties, focusing their marking so as to promote improvement without undermining confidence.

Children have different learning styles. Teachers and teaching assistants use multi-sensory teaching methods which enable **all** pupils, including those with special educational needs and the gifted and talented, to learn effectively.

Principles

1. Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.
2. Whenever appropriate/possible, teachers should provide individual verbal feedback to children.
3. The marking of children's work, either written or verbal, should be regular and frequent.

4. The emphasis in marking should be on a child's achievement/progress.
5. Teachers should look for strengths before identifying weaknesses when marking work, using WOW, NOW &/or HOW as appropriate.
6. Marking should reflect a range of strategies: learning objectives, toolkits, success criteria, standards, individual targets and next steps.
7. Teachers should look for opportunities to provide positive public feedback to children concerning work which is a high achievement for particular children.
8. Marking procedures and marking standards should be consistently applied across the school, with priority given to English and Maths.
9. Marking practices and procedures should be in keeping with the school's overall policy on assessment, recording and reporting achievement and in keeping with the wide range of ways in which school recognises and celebrates children's achievements.
10. Marking should be used to inform teachers' planning (AfL) and next steps.

Guidelines

1. The following agreed procedures for correcting children's work should be implemented by all staff.
 - a) Children's work should be corrected as soon as possible after completion.
 - b) Work should be corrected according to the curricular focus or learning objective, i.e. in a piece of Science work, correct the Science, not the English content.
 - c) Work that is correct should be marked with a tick and a positive, relevant comment may be made on the work by the teacher. Two or three ticks may be added for a particularly appropriate choice of vocabulary or phrasing.

- d) When correcting a piece of writing in English the following procedures should be implemented:
 - i) appropriate spelling mistakes will be underlined and spelt correctly. This will depend on the child's age and ability, and children will be expected to improve their work for publication or display.
 - ii) punctuation should be corrected and inserted where omitted,
 - iii) two lines should be inserted to indicate where a new paragraph should begin.

 - e) When correcting Mathematics work, any wrong answers should be indicated with a cross X, and corrections should be written separately where appropriate.
2. The following simple code for marking key pieces of work should be implemented by all staff:
- a) Children should traffic light their work and teachers agree with a tick where appropriate, to promote self-evaluation.
 - b) work should be marked regularly, frequently and as soon as possible after completion.
 - c) When marked work is returned to children there may be feedback either individually or as a class. If a piece of work is shown using the visualiser, the teacher may choose to highlight particularly good use of vocabulary/phrasing etc
 - d) Where appropriate a brief written comment, positive and informative should be made on the work - not just 'good'. Targets for improvement/next steps should be added.
3. Colours to be used when marking - green for teacher, blue for teaching assistants, black for others (volunteers etc)

MARKING

Mathematics:- Ticks for correct answers.

When working, the incorrect answer is circled or marked with a cross and if possible and where appropriate, the answer is written again. Corrections can be indicated with a C.

Spellings:-

Carefully chosen spellings are underlined and may be written by the teacher, or if appropriate, the children are told to look for a word in a dictionary using the first, second and/or third letters for reference.

Editing :-

When editing written work, the following symbols can be adopted where appropriate.

thier

spelling

f

capital required

F

capital unnecessary

//

new paragraph

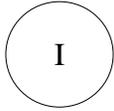
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omission

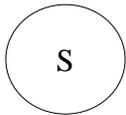
wwwww **word order**



verbal feedback given



Indicates independent work



Indicates support has been given

NOTE :

- **Staff initials written in the margin indicate an on-task interaction.**
- **An opportunity will be given at least once a week for children to respond to marking.**