

# Marking Policy

## **Rationale**

At Acorn IPS we believe that marking forms part of the continuous assessment of our pupils and it also allows parents and teachers to evaluate the children's work. It is part of the ongoing process of monitoring work on a regular basis and aims to encourage pupils.

## **Why do we mark at Acorn IPS?**

1. It is a written record of the pupils' progress.
2. It allows us to set targets and plan the next piece of work.
3. It gives encouragement and gratification to our pupils and lets them see that their work is important.
4. It helps the teacher assess the level of achievement of the pupils.
5. It relays specific information to the parents/children.
6. It allows the children/parents/teachers to identify the strengths and weaknesses of the children.
7. Marking makes work meaningful to our pupils.

## **Agreed principles for marking across the school.**

- work will be marked promptly
- marking will be manageable for teachers
- it will relate to the learning intentions which are shared with the pupils
- it will involve all adults working in the room, classroom assistants will only mark closed pieces of work eg spellings, and will not make comments but will initial all pieces of work marked by them
- it will give increasing opportunities for pupils to reflect on their work and on their learning needs
- it will give clear strategies for improvement
- it will involve children in the process
- it will be characterised by its fairness and efficiency
- marking will be followed up by verbal comments
- it will be constructive and positive and designed to help the pupil. Negativity will be avoided.
- not all pieces of work will have all spelling mistakes corrected
- within reason corrections in other curricular areas will also be made, but should not take precedence over content and purpose in these areas
- the pupil's first name will be used where possible
- pupils will be given the opportunity to peer conference on pieces of work

- at the front of each pupils' Literacy and Numeracy books will be a set of general targets set by the teacher. Each pupil will have the opportunity to add their own individual targets at the end of this list. Only one or two of these statements will be specifically marked for in each piece of work. However, other aspects of the pupil's work will also be marked if appropriate. At the end of the piece of work age appropriate comments will be made. Suggestions for improvement will be made in a cloud shape.
  - ❖ see Appendix 1 for Literacy targets for each class.
  - ❖ see Appendix 2 for Numeracy targets for each class.
- In each classroom there will be a chart indicating the meaning of such terms as excellent, v good etc.
  - ❖ See Appendix 3 for this chart.
- From P3-P7 any corrections that are required will be written at the end of the piece of work.

## Different Strategies for Marking at Acorn IPS

### **Summative Marking:**

- This usually consists of ticks and crosses/dots and is usually used for closed tasks.

### **Formative Marking:**

- **Oral Feedback** – This takes place throughout the lesson and helps children work closely towards the learning intention.
- **Secretarial features** – Spelling, punctuation and grammar will not be marked in every piece of writing. It is acknowledged good practice for children to check/edit their own work prior to the teacher marking it. Feedback will only be given about those things you have specifically asked for. This will mean some aspects of the work are unmarked, but over time will be marked.
- **Self Marking** – Sometimes it will be appropriate for children to mark their own work. This means they can identify their own successes and look for improvement points.
- **Shared marking** – Using one piece of work on an OHP or whiteboard models the marking process and teaches specific points. Another strategy is to show pieces of levelled work and discuss their differences.
- **Quality marking** – Not all work can be ‘quality marked’. We agree that extended writing in KS2 will be marked in this way. The emphasis in marking should be on both success against the learning intention and improvement needs against the learning intention. Focused comment will help the child in ‘closing the gap’ between what they have achieved and what they could have achieved.

## **How do we mark at Acorn IPS?**

- only green pen will be used for marking
- only comments which are meaningful to the pupils will be used
- some mistakes will be underlined by the teacher to indicate that the pupil needs to check spelling/meaning.
- a dot may also be used to indicate an error. This is less negative than an x. Alternatively the question number will be circled to indicate an error or the error will be circled to indicate that it needs corrected.
- commercially produced stickers/stampers will be used to celebrate success
- merit points may be awarded to the individual/group
- work may be initialled by the teacher/classroom assistant
- supply teachers will initial all work
- comments may be written to acknowledge the effort applied to the piece of work as well as output
- pupils will be sent to Mrs Webb for excellent work
- certificates may be awarded as a cumulative award for continued good work.

Principal .....

Date .....

Review date .....