

Keston Primary School



Marking Policy

Autumn 2009

KESTON PRIMARY SCHOOL

Marking Policy

Introduction

We believe marking should provide constructive feedback to every child, focussing on success and improvement against learning objectives. Marking should help children to become reflective learners and to close the gap between current and desired performance.

Aims

Marking should:

- Relate to learning objectives taught during the lesson.
- Give children recognition and appropriate praise for the success of their work.
- Encourage children, by demonstrating the value of their work, thought and effort
- Give children clear strategies on how they can improve their work
- Be accessible to children
- Use consistent codes throughout the school
- Measure progress against targets, school or national expectations
- Provide a tool for teacher assessment – diagnostic, formative or summative
- Help the teacher to evaluate teaching and inform future planning
- Be manageable for teachers

General Marking Objectives

If our marking is to be effective and of value to ourselves and to the child, it is important that teacher and child participate. Work should be marked with the child when practicable. ‘Distance’ marking should be a dialogue not a monologue. If the child is not involved, the chances are that the time teacher spend marking work is wasted.

We must focus on the *success criteria* for each piece of work and communicate this to the children before each piece is started or they may not be apparent to the children. The learning objective is displayed in the classroom. The success criteria should be shared with the children and displayed in the classroom.

- Children may write success criteria at the top/bottom of their work. This helps to raise pupils’ awareness of the specific points, e.g. content, expression, vocabulary, grammar, genre, which will be the focus of marking.

- When we mark work it is important that we demonstrate consistency by marking to the success criteria set for the task.
- Marking must focus on *improvement* not ‘correction’. It should have a positive effect on the next piece of work produced by the child
- Exhaustive indication of every mistake is inappropriate for story, creative and expressive writing. Such work is very personal to the pupil, and is frequently written faster than the child’s mind and hand can manage and as a result usually contains more errors than usual. It requires a different marking technique.
- Marking should be sensitive to the abilities of the child and his/her capacity to benefit from it. Marking should balance the desire to improve with the need to encourage.
- The teacher’s response to written work should be aimed at developing a dialogue between pupil and teacher
- Ideally a child should be with his/her teacher when work is marked so that the marking has the greatest possible meaning, both for pupil and teacher. However, the constraints of time mean that this is rarely possible and ‘distance’ marking is necessary instead.
- Children should respond to marking, otherwise there is no point in marking. Children must be encouraged to read marking and to respond in writing, verbally, individually or in a group activity.
- The children will benefit from marking if they understand the marking system. There is a need for a simple and consistent scheme of marking
- Work in core subjects must be quality marked (see marking of ‘*Creative & Expressive Writing*’, ‘*Comprehension*’ and ‘*Maths*’ work below)
- Work in foundation subjects may be marked with a lighter touch (see marking of ‘*Foundation and Topic Work*’ below)
- Every piece of work must be marked in an appropriate way

Reasons for Marking

Whenever we mark a piece of work, we do so for one or more of the following reasons:

- To promote the child’s self-esteem, interest and respect for his/her work
- To encourage and praise by noting examples of good practice
- To demonstrate to the child our interest and concern for their work

- To focus the child's attention on some of the errors he/she made and to suggest means of correcting them
- To evaluate individual progress
- To assess overall progress and to enable us to plan for future teaching
- To assess the effectiveness of our teaching

Marking Strategies

Summative marking – usually consists of ticks and crosses and is appropriate for closed tasks or exercises.

Secretarial marking of spelling, punctuation grammar etc. should **not** be applied to every piece of work. Children cannot effectively focus on too many things at once.

Focused marking should concentrate entirely on the success criteria of the task. The emphasis should be on success against the criteria and the improvement needed. Focused comments should help the child close the gap between what they achieved and what they could have achieved.

Self-marking – when possible, children should self-mark closed tasks, individually, as a group, or as a class. They should also be trained to self-evaluate, identifying their own successes against learning objectives and looking for points for improvement.

Response partners – children should be trained to evaluate a partner's work identifying successes against learning objectives and looking for points for improvement.

Frequency of marking

- Marking should take place soon after the work has been completed and handed back as soon as possible
- Marking can take place during the lesson – providing immediate feedback
- 'Distance' marking should be returned before the next session of that subject
- Long-term projects may be marked on completion – children need to be told this in advance

Marking of Creative and Expressive writing

Creative and expressive writing must be marked with constructive comments at the bottom praising the child's successes and indicating a feature for improvement. Comments should focus on the match to success criteria, quality of content, quality of expression, technical accuracy, and the commitment, shown in the piece of writing. This technique is referred to as 'focused marking'. Good features which meet the success criteria may be highlighted.

We do not always mark creative writing for spelling and punctuation. Blanket marking of errors is not acceptable as it demoralises the child. Correction of spelling should not inhibit pupils' experiments with more adventurous vocabulary (vocabulary books).

Marking of Maths Work

Maths work must be 'marked' to show whether each answer is right or wrong. A comment may also be added which tells the child how well he/she has met the success criteria and, when appropriate, which features need to be improved e.g. errors in processes, misunderstanding or concepts, misspelt vocabulary, accuracy, quality of presentation.

Marking of all other written work

Marking will be against the success criteria. Pupils are encouraged to take an active role in the learning process

When appropriate, features such as errors in processes, misunderstanding or concepts, misspelt vocabulary, accuracy, quality of presentation will be commented upon.

Reward Systems

Rewards must be used for good effort, not only excellent work. We use a range of rewards:

- Praise
- Stickers
- Stamps
- Stars
- Smileys
- Team points
- Good work book

Children's Response to Marking

Children may be asked to respond to one written comment by:

- Writing an improved word, phrase or sentence
- Writing a sentence with correct grammar or punctuation
- Re-working a maths answer

Children should be encouraged to respond to each other's work using the success criteria as guidance. Where appropriate, they should check and improve their rough drafts themselves, or use 'response partners', prior to writing out a final draft.

Children can also mark their own or each other's work against an answer key e.g. mental maths, arithmetic, tables tests.