



Shene School – Marking Policy

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 self-assessment. Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children about their progress.

The core **aims** of the marking of children's work are:

- To provide opportunities to give praise and encouragement and to show we value their work.
- To motivate children to want to produce high quality work and make progress.
- To reinforce the standard being aimed for.
- To teach children to recognise what they do well.
- To help children to improve their work through the setting of challenging, but achievable targets.
- To allow children to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, but then good to learn from and remedy them.
- To see if teaching has been effective and inform the next steps of planning.
- To provide a record of past interactions for outside audiences.

Broad Guidelines

Good marking occurs when it is:

- clearly related to the aims of the lesson or section of coursework
- meaningful for the individual child
- used to inform future planning
- positive and constructive, with appropriate praise given
- encourages a dialogue between teacher and child.

Our marking should include:

- verbal and written feedback
- displays of children's work to show the standard that is expected
- the date, title and learning intention (recorded by the children where possible and appropriate)
- comments that relate to the planned learning objectives, recognition of children's achievements and indication of the next steps in their learning

- time built into lessons for children to reflect on marking and respond to it.

Approaches to Marking:

Marking should be undertaken as quickly as possible. Marking may sometimes be done in the classroom with the child or a group, so that dialogue can take place and areas of difficulty be promptly dealt with.

It is **not** necessary to mark every piece of work in detail. Often, a **check** is all that is required. **Checking** of work simply indicates that work has been seen. It can be done as you move around the room through a simple tick. Its principle purpose is:

- to show you are aware of the quality of work
- will challenge incomplete or untidy work
- record an occasional comment to recognise outstanding effort
- identify pupils who may need more help or challenge.

Pupils and parents both need to see evidence of this.

- Different foci will apply to different pieces of work.
- Selective self-marking by children and peer assessment is acceptable, providing the accuracy of marking is checked and written acknowledgement is made by the teacher afterwards.
- Where 'see me' is written, teachers should tick and initial when this has taken place.
- Marks awarded at the end of a piece of work have their place, but should not dominate. Children should be taught to reflect on and respond effectively to teacher comments.
- Correcting every mistake can be demoralising.
- When written comments are made by staff, questions are sometimes usefully employed which the child should then be expected to write an answer to, e.g. *What is the rule for calculating the volume of a cube?*
Questions can also be fairly open-ended to prompt a reflective response, e.g. *What do you think about...? What would happen if...? Can you find another way to get the answer?*
- Time should be allowed for pupils to reflect on teachers written comments.
- Teachers should write legibly and model good practice.
- When marking, staff should note where children are missing important notes handed out in lesson time. Instruction to obtain such notes should be given.

The Marking Process

- Before a piece of work is undertaken, children should be clear what is going to be assessed when the work is marked.
- During a piece of work, over-marking should be avoided. It is more realistic that a child will benefit from the targeting of two or three key points for learning.
- After a piece of work, a comment should be written. Comments should be motivational and personal. Whilst single word comments have their place, ideally time should be found to write a brief comment that praises something within the piece of work, no matter how small.
- Make constructive criticism by targeting a specific area for improvement or offer guidance on how to achieve the next level or grade.
- Where appropriate, teachers should indicate clearly which assessment criteria have been met.
- Before the next piece of work is undertaken, it is sometimes appropriate to revisit the targets from the previous piece of work

Spelling and Grammar:

- In a piece of English work, a limited number of key (e.g. high frequency) words should be identified for correction by being underlined and written out in the margin by the teacher, or by being circled, if it is intended that the child will self-correct.
- Spellings should be corrected using the LOOK COVER (SAY) WRITE CHECK method.
- In subjects other than English, spellings related to that subject area should be corrected. The correcting of spellings in subjects other than English should be a minor component of teacher marking but not ignored.
- Poor spellers to be trained how to use IT spell-checkers and dictionaries.
- Sometimes pieces of work can be marked with no reference to spellings: the focus can be on something else.
- Children should be encouraged to 'have a go' and not be restricted by the need to spell all words correctly at the drafting stage of a piece of writing, which inhibits the creative process.

N.B: Marking/target setting should not be overly focused on spelling and presentation. Targets should be set on key areas for skills development, e.g. purpose and organization in a piece of writing

Directory of Marking Symbols

All departments will use the following symbols when correcting pupils' work.

0

Circle incorrect or missing punctuation points

Sp

Incorrect spelling

we was wrong

Underline a word or phrase showing grammatical mistake

∧

If something missed out

?

Meaning unclear – or no workings

//

New paragraph

Cp

Capital Letter

pn

Punctuation

Departmental Marking Policy

Each department should establish a Marking Policy which reflects the needs of the individual subject, but which does not conflict with the School's overall policy.

Marking should usually recognise achievement and effort but should not confuse the two. It would be helpful if there was a consistency across the school regarding grading of effort. A possibility is that for 'formative' marking an effort grade and a target based comment would be applicable:

A = Excellent; B = Good; C = Satisfactory; U= unsatisfactory – re do the work.

Other departments may wish to write only comments since there is evidence that children look at grades and ignore comments. In the case of 'summative marking' (1/2 termly grades) should only indicate a KS3 level or GCSE grade.

Likewise, each department should devise a 'presentation policy' which is clearly communicated to all pupils. Greater consistency across all departments would help children know more clearly what is expected of them. **All such policies should include the following as a core:**

When you present your classwork/homework work, you must:

- ***Use blue or black pens for writing***
- ***Crossings out to be with one neat line – no correcting fluid (in general)***
- ***Draw a margin***
- ***Write the date and title in full***
- ***Underline the date and title with a ruler***
- ***Rule off after every piece of work***
- ***Use sharp pencils (and crayons) for diagrams***
- ***Use a ruler for drawing straight lines, tables***
- ***Write CW (classwork) or HW (homework) in corner of exercise book***

Where work has been word-processed and is resubmitted following amendments, the original draft with teacher comments should be included.

It is the responsibility of all classroom teachers:

- To ensure that all class work and homework is marked regularly according to the Department's marking policy.
- To ensure that when marking takes place any unfinished pupil work is subsequently completed.
- To keep a record of marks and assessments achieved in accordance with the agreed procedures within the department.
- To explain the marking and assessment grading systems to the pupils.
- To ensure that assessment information informs further curriculum planning.

NC levels/GCSE grades are to be awarded and recorded for key assessment pieces and for substantial pieces of work where appropriate –at least once per half term.

Evaluation

The policy will be evaluated by:

- Curriculum/Subject Leaders regularly inspecting a sample of exercise books or folder-work and reporting back their findings to their line manager and to members of staff concerned.
- SLT undertaking a 'book-look' on a regular basis (approx. once per fortnight) and report back their findings to Curriculum/Subject Leaders. Where praise is due the Curriculum/Subject Leader will see the member of staff concerned. Where there is significant concern a member of SLT will speak directly to that member of staff.
- KS4 & KS3 Leaders regularly inspecting samples of exercise books or folder-work and reporting back their findings to SLT, Curriculum/Subject Leaders and to members of staff concerned.

Parents

Parents have access to the policy via the School web site – www.shene.richmond.sch.uk