Marking Policy

<u>**Rationale**</u>

Marking and responding to a student's work is an essential element in the assessment of the performance, progress, levels of attainment, and the raising of standards. It informs and enables staff, students and parents/carers/guardians in this process.

The way in which we respond to a student's work inevitably communicates signals to the children. These signals are likely to affect their own judgements and feelings about their levels of achievement/attainment and the ways in which they are working. All comments/responses therefore, in whichever form they may take, must be constructive and based upon evidence which the children understand and can relate to.

<u>**Our Aims in Marking/Responding to a Student's Work**</u>

- To use marking as a teaching tool to inform the students of their performance and the next steps in their learning. It is not general; it is specific, it focuses on improvement as well as correction and it relates to the current piece of work with an expectation to edit and improve.
- To develop a student's ability to proof read, edit and improve a piece of work before the teacher sees it.
- To expect students to use methods to indicate their own understanding of their learning
- To expect students to explain how they think work can be improved.
- To use marking as an assessment tool to inform the teacher of the student's level of achievement /attainment and to inform the next stage of their planning.
- To create a common, agreed, continuous, developmental methodology throughout the Centre which is understood and utilised by both colleagues and students.

Assessment for Learning

Assessment is used to inform planning and the next stages of learning for every individual student. It is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

It:

- is part of effective planning

- focuses on how children learn
- is central to classroom practice
- is a key professional skill
- is sensitive and constructive
- fosters motivation
- promotes understanding of goals and criteria
- helps learners *know how* to improve
- develops the capacity for self-assessment
- recognises *all* educational achievement

Our Agreed Methodology

- It is clear that all work has been marked.
- All work is marked in **green** ink.
- Written and verbal "marking" becomes more complex as the child gets older
- The marker's responses take into account the learning objectives of the activity/area of the curriculum which have been shared with the student at the start of the lesson.
- All verbal and written comments made by the marker are constructive, concise, informed, based upon evidence and should not be merely a "well done" or "good" time after time.
- Annotate verbal comments/discussions with a student at the end of their work in order to keep a record of them.
- Written comments are used as and when necessary.
- Children are encouraged to evaluate their own work before marking, taking into consideration the shared learning objectives and any previously individually set targets.
- After marking, children reflect and correct with the teacher.
- Children's editing, corrections and responses to marking are written (by the student/teacher) neatly in a different colour so they are obvious.

- Targets and development points agreed/discussed with the student are written by the teacher in **GREEN**.
- Positive use of points system, merits and stickers to reward good work/efforts

Marking Scheme

- the marker's recognition of correct responses, and to acknowledge that the work has been marked, is indicated by a √

- the marker's recognition of an incorrect answer would be to circle the question number for review O

- incorrect spellings are indicated by a line under the word and the correct spelling written either in the margin or above the word. Errors are NOT to be crossed out or written over with a correction

- where appropriate, incorrect spellings are underlined and "sp" written in the margin. This indicates that the child should know the word or is expected to search for the correct spelling independently

- a missing word is indicated by a Λ

- the marker indicates a lack of clarity in meaning with ?

- missing or incorrect punctuation is indicated by a O

- an omitted new paragraph is indicated by a // where the new paragraph should begin with np in the margin

- finger spaces are needed G

- independent work I

- show working out WO

- the work does not need a grade or number out of 10

- a grade can be added to a piece of work for SATs/ GCSE students if it is an exam style question

Success Criteria

Planning provides opportunities for both learner and teacher to obtain and use information about progress towards set learning goals. It is flexible and responds to initial and emerging ideas and skills. It includes strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners receive feedback, how they take part in assessing their learning and how they will be helped to make further progress is also planned.

Success criteria are elements of the learning objectives – either the steps involved or what you need to remember to do in order to achieve the learning objective. All children generate success criteria, both written and verbal, against which performance/attainment is measured in relation to learning objectives.