Marking Policy
Longford Park School

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Marking Policy

Learning is well supported when pupils are aware of what they are trying to achieve in particular pieces of work, and when through careful marking, they have a clear picture about what they have done well and where they need to do better next time.

Rationale

Improving learning through assessment is aided by the provision of effective feedback to pupils who need to be able to assess themselves and understand how to improve. The marking of pupil’s work is therefore an important part of teacher assessment. This policy sets out how staff at Longford Park Primary School intend to ensure that marking at the school is an integral part of our assessment procedures.

At Longford Park we aim to have a positive approach to marking work so that children are encouraged and motivated rather than discouraged.

We believe that oral feedback is the most effective way of responding to pupils’ work, particularly with younger children. We recognise that this may not always be possible. We recognise that many pupils at Longford Park School have very low self-esteem therefore teachers when marking work will use their professional judgement.

Effective Marking should:

- Provide clear feedback to pupils about the strengths and weaknesses in their work
- Recognise, encourage and reward pupil’s effort and progress
- Provide a record of pupil’s progress
- Encourage pupils to strive to improve
- Direct pupils to what they need to do to improve their work
- Help parents understand strengths and weaknesses in their children’s work
- Focus teachers on those areas of learning where groups and individual children need further support

Reasons for marking:

- Recognition of work achieved
- Inform the child where to go next
- Feedback
- Assessment and target setting
- Future planning
- Accountability
- Allow parents and outside agencies to be involved
- Allow child to be involved in assessment

Marking is a formal and informal recognition of work in progress or work that has been completed. It is a way of showing that work has been acknowledged and responded to by the teacher.

There are different ways of recognising children’s work. The most obvious is to write a comment following a piece of work.

In the early years and for pupils with difficulties reading oral feedback is the most obvious way of responding to work, as the children may not read a written comment.
Marking Procedures

- All work done by children should be responded to orally or in a written form.
- Any colour pen can be used as long as it is in contrast to the pupil’s writing implement.
- As far as possible, marking will be done daily or when a piece of work is completed.
- Teachers will use feedback from marking to inform future targets and planning.
- Marking will be related to a clear learning objective, which has been shared with the children. Therefore incorrect spellings may not always be corrected.
- Good presentation is expected and may be marked.
- Marking will celebrate success whenever possible in order to raise self esteem and encourage all children to work to their full potential.
- Smiley faces will be used to indicate levels of success, as per Marking Poster displayed within each class, Green – achieved objective, Blue – things need improving and Red – we need to have a chat.
- Where pupils have a blue stamp this must be followed by a comment that will provide a commentary throughout their books for development rather than a task or question.
- Children will be encouraged at the beginning of the following lesson to read teacher comments from the previous lesson.
- Appropriate comments or prompt questions will be written in language that the child understands. (This may assume having comments read to them for non readers)
- Ensure the school’s marking posters are prominently displayed in class.

When marking children’s work teachers should:

- Tick correct answers and put a cross next to incorrect answers for a child to look at again and make corrections if required.
- When drafting, encourage children to identify spelling problems by putting a line under a word of which they are unsure.
- Encourage children to proof read their work.
- Give children objectives about the nature of the marking. It will be obvious in most cases, but there may be occasions where the teacher may outline 2-3 areas he/she will be looking for e.g. full stops/capital letters or the use of adjectives in a piece of writing. By marking against criteria or set targets the children can self evaluate their work.
- Only use picture stamps that are noted above, (not gold starts, 2 comments and a wish etc), well done, independent work Ta assisted work can be used.
- Ensure all work is dated.

Teachers’ written comments should:

- Form the basis of discussion between teacher and child.
- Be legible and clear in meaning and must be easily read by children.
- Inform future planning and work.
- Correct or improve an existing piece of work.
- Relate to planned learning objectives.
- Recognise children’s achievements (in draft or final pieces).
- Where appropriate reflect the objectives of the lesson.
- Next steps are not crucial for every piece of work, teachers will use their own professional judgements when this is appropriate.
- Comments can be written in any colour.

Children should be encouraged to:

- Use spelling self analysis occasionally.
Every effort will be made to allow children time to reflect on marking and edit/improve their work.

Rewards:
We recognise that by giving rewards will raise children’s self esteem and motivate them to work well. Teachers and adults at Longford Park School use the following rewards:

- Stickers
- Smiley faces
- Points