CALSHOT PRIMARY SCHOOL

Marking Policy

'At Calshot we aim to provide the highest quality of learning and care for ALL children in a safe and enjoyable environment, nurturing personal values, in partnership with parents, carers and the wider community. We expect everyone in our school to strive to achieve their full potential.'

Aim of Policy:

To identify principles which should be reflected in the approaches to marking throughout the school and across the curriculum

To provide criteria against which the marking practice can be monitored and evaluated

To ensure that all persons concerned adhere to the guidance consistently

Definition of marking:

Marking is:

A process that involves responding to pupils' work through written and oral comments: to raise pupils' standards, confidence and self esteem

A method of diagnosing areas for development/improvement and identifying strengths

Principles on which the policy is based:

Marking should be selective and take its focus from the learning objectives for the activity/task or pupil's target

The tone of any comments should be essentially positive, supportive, constructive and sensitive to the needs of the pupil

Written comments should be neat and legible

In Foundation Stage, wherever feasible, marking should take place 'on the spot'/alongside the pupil, so that reasons for the marking and suggestions for future development can be discussed

Pupils should understand and be inducted into the marking used in the school and they should take action on the basis of the marking

Pupils' work is marked in a way that provides guidance to improve their work or extend their learning through close the gap prompts (these should be at least once a week per child in all core subjects)

There should be planned opportunities for pupils to read, discuss and respond to marking comments as appropriate

Error making should be viewed as part of the learning process and should be used as a source of evidence for diagnostic assessment

Responses to pupils' work should take account of the needs and intentions of the individual

<u>Purposes of marking:</u>

Marking serves a range of purposes. No single response will serve all purposes, but quality marking should fulfil a range over time.

Marking should help pupils:

Make progress, encourage them to strive for high achievement and build self esteem by:
- highlighting and celebrating good work by making explicit what they have done well
- setting clear expectations
- using close the gap prompts to extend their learning
- helping them to evaluate their own learning
- indicating aspects which need attention, improvement or further development
- being constant, show continuity throughout the school
- showing pupils what is valued by the teacher/school and give them insight into the teacher's expectations
- valuing their work and providing an audience for it

Marking should provide the parents with a sense of:
- their child's achievements
- awareness of their child's needs
- knowledge that the teacher's marking will focus on the learning objectives or their targets
- the school's and teacher's values and expectations
- the relationship between pupil and teacher

Marking should help teachers teach effectively by:
- providing them with an opportunity to make diagnostic assessments
- providing an aide-memoir or record of significant progress, targets which the pupil is working on, etc
- providing a focus for future planning (individuals, groups, whole class)
- providing a starting point for the next steps in learning and a focus for intervention
- informing teachers themselves about their planning, teaching and concepts gained by pupils

<u>Approaches to marking:</u>

Written and spoken comments could take the form of:

- questions
- directions
- personal/audience response
- explicit teaching points and instructions
- modelling a process, strategy
- codes used within the school (see appendices)
- encouraging pupils to reflect on their work and their own achievement

See appendix for other specific guidance in relation to FS, KS1 and KS2

Pupils' role in the marking process:

marking should encourage pupils to read comments and take responsibility for improving their own work

self-checking skills should be developed so that pupils can extend, improve and correct their own work

pupils should mark their own/others work on occasions e.g. two stars and a wish, spellings, drafted work, number tests, tables tests, but teachers should monitor their achievements closely so that opportunities for diagnostic assessment are not missed

Policy in practice to be monitored by:

Sampling a range of pupils' work through book scrutinies and reviewing this in relation to the school by:

- Head Teacher
- Deputy Head Teacher
- Subject co-ordinators

This policy was ratified by the 'Achievement and Curriculum Committee' on 22nd September 2016

<u>Appendix</u>

<u>Marking process used in the Foundation Stage:</u>

Marking with child, verbal comments, writing shorter version on work
Written comments to evaluate work
Use of stamps, stickers, stars, smiley faces, H/T stickers

<u>Marking process used in Key Stage 1 and Key Stage 2</u>

Verbal comments
Written comments/questions/close the gap prompts
Use of stickers, smiley faces, stars, stamps, marking code, team points, H/T stickers
Pupils need to be told if work is wrong, but in a positive way
Marking carried out by a supply teacher or student should be initialled

<u>Certificates:</u>

Certificates are awarded in Friday assembly to reflect achievement across all curriculum areas
The aim would be to award at least one certificate to every pupil within each school year
Staff are encouraged to send pupils with their work to the Head Teacher for due praise and recognition in line with the marking code

<u>Marking codes for all written work:</u>

Learning objective (WALT for FS) should be verbally shared at the beginning of each lesson
Learning objective to be written at the beginning of each piece of work (Y1 – Y6)
When the appropriate stage of development has been reached, the use of the following marking codes help to provide consistency and clarity in our marking and feedback (see Marking Codes FS/KS1 and KS2)