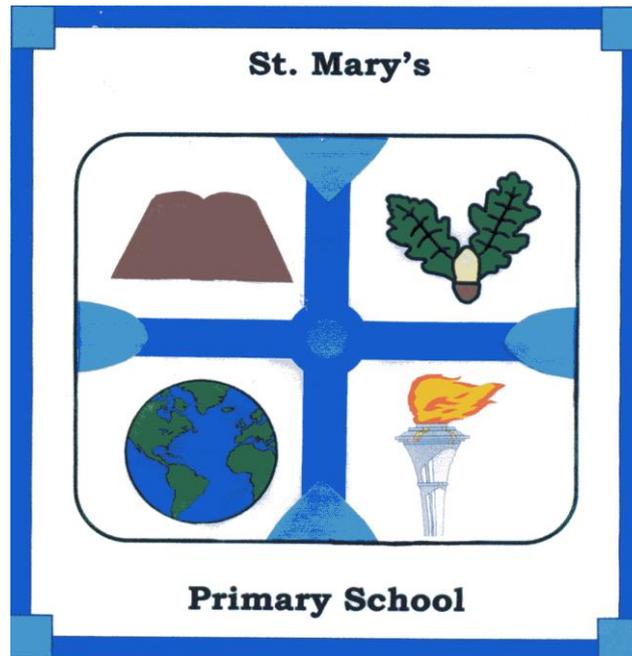


# St Mary's Primary School Dechomet



## **Marking for Improvement Policy**

Signed \_\_\_\_\_

Chairperson of the Board of Governors

Date \_\_\_\_\_

## **Rationale**

To improve learning: improving pupil learning through assessment is aided by effective feedback. Pupils 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 and future planning. This policy sets out how staff intend to ensure that marking at the school is an integral part of our assessment procedures. Assessment and marking will consider the culture, language and sensitivity of the child.

## **Aims**

### **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
- aid ongoing assessment of pupil's progress linked to learning intentions
- 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
- Help with future planning

## **Marking Procedures**

1. Teachers use any colour pen (except red) can be used as long as it is in contrast to the pupil's writing implement.
2. As far as possible, marking will be done daily or when a piece of work is completed. If not, comment and feedback will be shared orally later.

3. Appropriate comments or prompt questions will be written in language that the child understands. Use of symbols and ready-made stampers will supplement comments/non-readers.
4. Wherever possible, marking will be related to a clear learning Intention/Success Criteria, which has been shared with the children. Therefore incorrect spellings may not always be corrected.
5. Marking procedures and marking standards should be consistently applied across the school.
6. Marking practices and procedures should be in keeping with the school Assessment Policy.
7. Teachers will use feedback from marking to inform future targets and planning
8. Good presentation is expected and may be marked.
9. In Numeracy, mistakes are highlighted – this affords opportunity for the pupil to review their workings/answer.
10. Marking will celebrate success whenever possible in order to raise self esteem and encourage all children to work to their full potential. Outstanding effort and achievement will be acknowledged with stars and this will be recognised at assembly/HW pass.
11. Sometimes a piece of work will be marked with a single tick that shows that it has been completed successfully. This is particularly appropriate for pieces of work which are designed to allow children to practise and consolidate learning – particularly appropriate in upper key stage 2 with the practice of edit/draft/redraft.
12. Peer assessment will be an integral part of our overall assessment
13. When work is unfinished, a comment should be made to encourage completion.
14. Homework can be marked by the children themselves – this affords the opportunity for the children to discuss and explain answers. Parents can respond to comments directly with the teacher.
15. As pupils become able to self correct their work, written work (Literacy), may be marked with the following codes in the margin or close to the error to indicate a mistake in that line:

## **Self Evaluation/Peer Assessment**

- Children should be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements..
- Feedback/peer assessment can be oral or written according to the ability of the child.
- Children should be trained to give an improvement suggestion.
- Children should be given time and opportunity to act upon suggestions.
- The quality of the improvement suggestions and of the peer assessment should be monitored by the teacher.

The range of **Symbols** may include:

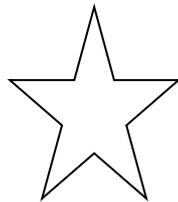
<b>C</b>	—————→	<b>Capital Letter</b>
<b>F.S.</b>	—————→	<b>Full Stops</b>
<b>S</b>	—————→	<b>Spaces</b>
<b>S</b>	—————→	<b>Spelling</b>
<b>T</b>	—————→	<b>Incorrect tense</b>
<b>D.I.M.S?</b>	—————→	<b>Does it make sense?</b>
<b>?</b>	—————→	<b>Confusing ideas</b>

In addition: 'Two Stars & a Wish'

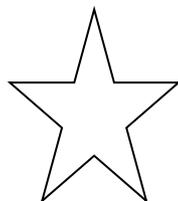
### **Additional General Symbols**



happy/sad face



comment



comment

Comment – (Eg) Good/Very Good/Well Done  
- comment to reflect Learning Intention

Comment linked to Learning Intention

Stickers = Tally Chart (for achievement & endeavour)

Stamps – 'Walt Achieved' 'Verbal Feedback given'

'Adult assisted work' 'My wish is...'

'Principal's Stamp' – Mr Doyle says 'Well Done!'

Other existing school stamps may be used occasionally.

## **Sub/Supply Teachers**

As a school policy, we expect sub teachers to mark work positively and comment as appropriate. Teachers will notify sub teachers in notes left.

## **Monitoring & Evaluation**

The Senior Management Team/ will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment.
- Consistency in teacher's marking across key stages and between year groups.

## **Equal Opportunities**

As a school policy, staff have agreed to these principles. As a consequence, there will be a consistency of approach which reflects the pupil's progression.

The emphasis will be on what children 'can do' and the identification of the 'next' learning step - particularly appropriate within 'The Curriculum' and the 'Assessment for Learning' strand.

**Review of Policy**

The policy will be reviewed regularly.

