

Westfield Middle School - Marking Policy

Rationale

Marking is a very effective medium for providing feedback to children about their progress. We mark timely to ensure that all children have their work assessed in a way that will improve their learning, develop self-confidence, raise self-esteem and provide opportunities for self and peer assessment. Marking is a record of children's achievement that feeds into future planning.

The 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 produce high quality work and make progress.
- To reinforce the standard being aimed for.
- To teach children to recognise what they do well and to provide them with their next steps in order to improve.
- To help children and 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, as it is good to learn from them.
- To see if teaching has been effective and inform the next steps of planning.

Guidelines

Good marking occurs when it is:

- clearly related to the lesson objective
- it is meaningful for the individual
- used to inform future planning
- positive, informative 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 objective (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

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.

Marking should be appropriate to the task set e.g. on occasions a check is appropriate to show you have seen it. This can be done as you move around the room through a simple tick.

- Different foci that will apply to different pieces of work.
- Self-marking by children and peer assessment where the accuracy of marking is checked and acknowledgement is made by the teacher afterwards.
- Where 'see me' is stamped, teachers should initial when this has taken place.
- 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. 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.
- 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.

Depending on the nature of the work pupils may be asked to self mark, peer mark or the work will be marked by the teacher. If possible this could be done with the child present and then recorded as verbal feedback (VF).

It is more realistic that a child will benefit from the targeting of two or three key points for learning:

- Tickled pinks (x3)
- Green for growths (x1)

Comments should be written on the pupil's work. These should:

- Relate to the planned learning objective
- Be legible and clear in meaning
- Recognize pupil's achievement
- Indicate the next steps in the pupil's learning
- Indicate clearly which assessment criteria have been met

Spelling and Grammar:

- In a piece of English work, a limited number of key (e.g. high frequency) words should be identified for correction (sp)
- In subjects other than English, spellings related to that subject area or the key words should be corrected. The correcting of spellings in subjects other than English should be a minor component of teacher marking but not ignored.
- Pupils having difficulty with spelling can 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 organisation in a piece of writing

Directory of Marking Symbols

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

o	Circle incorrect or missing punctuation points
sp	Incorrect spelling
<u>we was wrong</u>	Underline a word or phrase showing grammatical mistake
/	If something missed out
?	Meaning unclear – or no workings
//	New paragraph

VF

Verbal feedback



Corrected

Stamps to be used for the following

Indicate on the piece of work if:

- Teacher assessed
- Self assessed
- Peer assessed

Work should be marked against the lesson objective

- Objective achieved
- Progress towards objective
- Objective not achieved

Teacher assessed

- You've got it well done
- Nearly there keep trying
- Please see me I can help

Pupil assessed

- I understand
- I think I've got it but need more practice
- This is hard please help me

When pupils' work is presented it should:

- Use blue pen (not biro)
- Crossings out should be one straight line - no correction fluid or pens
- Draw a margin
- Write the date and title on the left hand side of the page
- Underline the date and title with a ruler
- Rule off after each piece of work
- Use sharp pencils and pencil crayons (no felt tip pens)
- Use a ruler for drawing straight lines, tables, diagrams etc
- Indicate if the work is homework HW

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

The responsibility of all teachers:

- To ensure that all class work and homework is marked regularly according to the marking policy.
- To ensure that after marking takes place any unfinished work is completed.
- To keep a record of marks and assessments achieved in accordance with the agreed procedures.
- To explain the marking and assessment grading systems to the pupils.
- To ensure that assessment information informs further curriculum planning.
- To complete effort grades and levels for PAF at the end of each term.

NC levels are to be awarded and recorded for key assessment pieces

Evaluation

The policy will be evaluated by:

- Curriculum/Subject Leaders regularly in planning meetings through work samples of exercise books or folder-work. They will report their findings 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.

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Indicate on the piece of work if:

- Teacher assessed
- Self assessed
- Peer assessed

Work should be marked against the lesson objective

- Objective achieved
- Progress towards objective
- Objective not achieved

Traffic light system

Either teacher assessed or pupils assessed

Appropriate stamps

Teacher assessed

- You've got it well done
- Nearly there keep trying
- Please see me I can help

Pupil assessed

- I understand
- I think I've got it but need more practice
- This is hard please help me

