



Marking Guidance (Whole School including EYFS)



Aim: *To establish a broadly consistent approach to the way work is marked, so pupils value what they have achieved and have a clear understanding of the way work is marked. They will be well versed in how to respond to the marking system as a result of its consistent application throughout the whole school.*

The core aims of the marking of pupils' work are:

- To provide opportunities to give praise and encouragement and to show we value their work.
- To motivate pupils to want to produce high quality work and make progress.
- To teach pupils to recognize what they do well.
- To help pupils improve their work through the setting of challenging, but achievable targets.
- To allow pupils to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is acceptable to make errors which can then be remedied and learned from.
- To see if teaching has been effective and inform the next steps of planning.
- To provide a record of past interactions for outside audiences.

Broad Guidelines

Marking is a formal response to a pupil's work; this work will usually be written but will sometimes be oral. All work produced by the pupils will be assessed and the effort and commitment expected will be matched with helpful marking. This formative marking should ensure that the pupil learns through consultation, explanation and correction. In all instances the pupils should clearly understand the significance of our marks and how they were arrived at.

Work will be marked with the pupil so verbal feedback can be given alongside written comments. Where appropriate a star  and a wish  will be added to their work to praise the good points and to encourage and set tasks for areas that need to be improved or for next steps.

Good marking occurs when it is:

- Clearly related to the aims of the lesson.
- Meaningful for the individual pupil.
- Positive and constructive, with appropriate praise given.
- Used to inform future planning.
- Encouraging a dialogue between the teacher and the pupil.
- In green marking pen (teachers) and responded to by pupils in red pen.



Our marking should include:

- Written and verbal feedback where appropriate
- Comments that relate to the planned learning objectives, recognition of pupils' achievements and indication of the next steps in their learning.
- Time for evaluation by pupils.
- Initials of the person who marked it.

Approaches to marking

- It is necessary to acknowledge every piece of work – some will be marked in more depth than others
- Its principle purpose is:
 - to show you are aware of the quality of work
 - to challenge incomplete or untidy work
 - to identify pupils who may need more help or a challenge.
- Selective self-marking by pupils is acceptable, providing the accuracy is checked and acknowledged by the teacher afterwards.
- Pupils should be taught to reflect and respond effectively to teacher comments.
- Teachers should mark legibly and model good practice.
- Formative marking during the term may require correcting an appropriate number of errors in spelling, grammar and construction. These should be brought to the pupil's attention by demonstration. Spelling could be approached by demonstrating key letter groupings or patterns.
- In subjects other than English, spellings related to that subject area should be corrected. The correcting of spellings in subjects other than English should be a minor component of teacher marking but not ignored.
- Sometimes pieces of work can be marked with no reference to spelling: provided that the key objective has previously been established to lie elsewhere.
- Free writing should follow the plan/draft/top copy model, and pupils 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.
- Weaker performers will not benefit from a mass of corrections highlighting each and every weakness, so attention should focus on one or two aspects within the piece and be followed up one to one with the pupil. Strong performers may benefit from comments such as...'excellent piece of writing. Perhaps next time you might try/consider/experiment with.....'

N.B: Marking/targets should be set on key areas for skills development, e.g. purpose and organization in a piece of writing and should not overly focus on spelling and presentation.



The marking process

- Before a piece of work is undertaken, pupils should be clear what is going to be assessed when the work is marked.
- During a piece of work, over-marking should be avoided. It is more realistic that a pupil will benefit from the targeting of two or three key points for learning.
- Before the next piece of work is undertaken, it is sometimes appropriate to revisit the targets from the previous lesson or piece of work.
- Where appropriate, teachers should indicate clearly which assessment criteria have been met.
- Pupils will write the LO before writing to aid their understanding as they work.

Record Keeping

Staff should keep a record of pupils' marks in their mark books and by using Classroom Monitor. Where appropriate grades should be recorded that will be reported on to parents in the interim and end of year reports. This will be a significant guide to progress made through the school and can be included in our pupil tracking.

In EYFS observations are made and recorded in each pupil's Celebration Book and Classroom Monitor is also used to record each pupil's progress.

Conclusion

Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of pupils' achievements that feeds into future planning. It is also a very effective medium for providing feedback to pupils about their progress.

The Head Teacher will look at books from all classes for monitoring purposes. Work scrutiny by MLT will also take place at regular intervals. The books will be returned quickly to avoid them not being available for lessons.

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