

MARKING GUIDELINES

AIMS

To ensure the child is making appropriate progress
To adopt a positive attitude at all times
To give the child confidence and a desire to achieve
To encourage the child to take responsibility for their work and how to improve it
The marking of children's work is an important process and should be carried out with great care, ie ensuring written feedback is legible, constructive and focuses on the key learning objective

PURPOSE

To inform the teacher, child and parent of the child's current progress
To provide feedback about current work
To demonstrate self assessment and peer assessment
To set future targets

MATHEMATICS

Marking with the children is paramount. It is important to understand how a child has arrived at a particular answer. Discussions are important to correct misconceptions and arrive at an agreement of what needs to be done next. Correct answers should be indicated with a tick, in pink, incorrect answers indicated in blue.

Children should be encouraged towards neatness of presentation and correct number formation with one digit per box. Positive, constructive comments should be used and detrimental or derogatory remarks should be avoided. Comments should reflect the lesson objective and where appropriate, give instructions for future improvement. Marking should be a supportive process.

WRITTEN WORK

In all aspects of written work children should be encouraged to take responsibility for the finished product. They should be encouraged to look objectively at their work. Other examples of good practice, eg peer marking and children's self assessment is shown in the appendices of this policy.

Marking should, where possible, take place with the children, this is particularly important in Key Stage 1.

Comments should be short but must address the learning objective or a key target for improvement.

Evidence of children's response to the marking is an important aspect of the assessment process.

Children should be encouraged to highlight spelling errors using green.

Examples of high quality work should be displayed, in celebration praise, certificates given for good work should be accompanied by the piece of work, good work could also be shown to the headteacher or parents.

Praise is an important factor, however, the teacher must ensure that the praise is for real improvement against a specific target.

Self help instructions/writing review information should be available for the children. These should be appropriate to the year group taught.

The appendices of this policy contain self help pages for the teacher and child to assist in the marking and presentation of work.

FREQUENCY OF MARKING

Teachers will mark using the "Stars and wishes" system. The 'stars' must be written in PINK pen and the 'wish' written in a BLUE pen. TAs may use black to mark work (not red). Children can edit their own work using GREEN. The following marks should be used when appropriate:

Supported work "S"

Independent "I"

Verbal Feedback "VF"

Work should be marked before the next lesson takes place.

Effective marking should involve the children in the process and allow them time to redraft work and consider areas for improvement, appropriate to the age of the child.

Teachers should analyse the impact of their marking, ie has there been an improvement over time?

PRESENTATION EXPECTATIONS

In KS1 children should be encouraged to present work neatly, starting to underline the title and date. They should be encouraged to take pride in their work.

In KS2 children should follow the guidelines on presentation of work, which can be displayed in the classrooms. They should also be encouraged to consider the purpose of their work. If they are making rough notes or doing a first draft, presentation is not the key consideration and work could be completed in a note book for final presentation later.