

ISB MARKING POLICY

What is marking?

Marking is recognition that a teacher has checked out the quality of what has been produced. It needs to identify strengths and weaknesses, through oral or written remarks, to help provide guidance on how to develop ideas and concepts further.

Aims:

- To provide helpful feedback to individual children.
- To aid ongoing assessment of pupil's progress linked to learning objectives.
- To help teachers with future planning.

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
- Provide a record of pupil's progress
- Encourage pupils to strive to improve their standard of work
- Direct pupils to what they need to do to improve their work
- Help parents understand strengths and weaknesses in their children's work

Who is Responsible for Marking?

The teacher should undertake the majority of the marking, especially when the complexity of the work needs analysing and decisions need to be made about what needs doing next.

The teacher is responsible for **overseeing all marking** that takes place within the class, although when appropriate the **teaching assistant** in Primary may support the marking process.

Children may mark their own work or another child's work if the marking is of a mechanical nature; for example mathematics work consisting of specific number answers where a tick or cross is sufficient. Children can use faces to represent how they feel about their work, linked to smiley or unsmiley and the colours of achieved, partially achieved or not achieved the Learning Objective (WALT).

Every effort should be made to allow children time to reflect on marking and to edit / improve their work.

Marking Procedures for the Whole School

- Symbols used for marking should be consistent and clearly understood by the children (see Appendix 1). Marking symbols should be displayed in all classrooms.
- A coloured pen should be used to **contrast** with the pupil's writing implement and promote a positive feeling.
- As far as possible, marking should be done daily or when a piece of work is completed including homework.
- Wherever possible, marking should be related to a clear learning objective, which has been shared with the children. Therefore incorrect spellings may not always be corrected.
- Marking should celebrate success whenever possible in order to raise self-esteem and encourage all children to work to their full potential.
- Sometimes a piece of work may 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.

In Early Years Foundation and Key Stage 1:

- **When marking emergent writing:** There is no necessity to always rewrite the original script. Key features such as basic punctuation and high frequency words should be clearly corrected as appropriate and in conjunction with relevant targets and objectives.
- Standard symbols should be used in all classes to indicate errors. (See appendix i and class charts for marking)

In Key Stage 2:

- Good presentation is expected and should be marked.
- A progression of the standard symbols used in Key Stage 1 should be used in all classes to indicate errors.

Quality Marking/Response Marking

Teachers should quality mark (Appendix 2) a minimum of one piece of work per unit in all subject areas. Marking should:

- Relate to the planned learning objective;
- Be legible and clear in meaning;
- Recognise children's achievement;
- Indicate the next steps in the children's learning allowing time for children to respond to teacher comments.

Mathematical errors should be indicated with a circle around incorrect numbers and underlining of incorrect words. Comments should be added to encourage improvement.

All other subjects should be marked according to the objectives taught and should reflect the child's understanding of the subject rather than specific English errors.

Teachers highlight the Learning Objective with green to show the child has achieved the WALT, yellow/orange for partially achieved and red/pink for not achieved. For objectives not achieved in key stage 1 no colour will be used. Marking can also have faces next to comments to indicate if they are positive or for improvement.

Appendix I : Symbols used for marking English written work

- Missing capital letters should be circled
- Punctuation errors should be circled
- Incorrect spellings should be indicated by underlining
- Repeated words should be crossed through with a straight line
- Missing words should be indicated with an arrow
- New sentences or spaces should be indicated with a diagonal line
- The start of a new paragraph should be shown with a square bracket
- Missing punctuation should be put in
- Incorrect words or tenses should be shown in brackets with the correct word written above
- Grammatical errors should be indicated with a wavy underline



Appendix 2 – Samples of Quality Marking

regular basis. (Please refer specifically to subject policies).

Marking should always be linked to the learning objective or learning question. (See example left).

Feedback marking in literacy should identify at least 2 successes and an area for development. This should be called the wish or next learning step. (See example right).

All other work not marked in depth will be acknowledged by the teacher in the form of acknowledgement marking. This is shown with a tick, date and the teacher's initials. Work can also be acknowledged marked in the form of verbal feedback, in which case a VC (Verbal Conferencing) can be inserted next to the piece of work.

Math done again. You have shown that you understand how you can use the answer to check your answers. How can you try with a bigger number like 15?

Next time help understand what what you mean.

a boy for habbitat's are born on earth, because don't make systems of water, so probab water if our lake road is.

By Sarah Malik

- * Great use of technical vocabulary about the water cycle
- * Each paragraph explains one aspect of the water cycle

wish More use of the causal connectives.

Can you use the word "therefore" in a sentence? (linked to the water cycle).

When clouds get heavy with thierms, it rain.

Hayley Thompson Science AST

What the strategy looks like?

Quality teacher marking

Example 1: Science example, student responds to the target as part of the starter for the next lesson. The student's comment is in green

which caused the fishing. The dead plants at the bottom of the water caused acidic reactions inside the ~~the~~ medium carbonate in the soil would be affected by the acid which caused the soil to crumble.

ATS 2 Analysing evidence

- ★ Will she draw your conclusion refer correctly to the evidence?
- ★ You have used sources accurately

Try to add further explanation + key words, and explain how you know your conclusion is valid.

Level 6b

There is no acid in the Super river water because there was no reactions at the tests. This proves it is the effect of the pH on the rock causing the weathering.

★ YOU'RE A STAR

Example 2: Humanities example, teacher poses a question as a target to encourage a response

because Gas pipes burst and don't houses were being down and repairing so were it died by being broken out. Even if outbursts

★ You have explained why Mrs. Tado died, using many reasons.

★ You have used specific facts as evidence ("research")

★ How would key terms help improve your answer?

<http://superteachertoteach.wordpress.com/>

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Hayley Thompson Science AST

What the strategy looks like?

Verbal feedback (Recording it has happened)

Example 1: Student has found out the correct versions of the spelling errors and corrected these independent of the teacher.

<http://superteacherbortoteach.wordpress.com/>

Literacy is tackled using the whole school literacy codes and correcting subject specific spellings. In outstanding examples students have been given the time to look back at the codes and correct their work. There may also be targets related directly to literacy.

Example 2: Teacher has focused on apostrophes and corrected these only in the work of the student

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LEARN

RESPECT

SUCCEED