



Marking Policy

Reviewed by Governing Body: 07.07.2020

Cycle of review: 3 years

Statutory Policy: No

UN Convention on the Rights of the Child (Article Numbers: 12, 13, 28, 29)

Aims

- Marking of written work should be viewed as a constructive process, celebrating success.
- Pupils should feel taught in an atmosphere of recognition.
- To create a consistent approach across the school in order to allow teachers to plan effectively and where able, pupils to understand what level they are working at and how they can make progress.

The characteristics of assessment that promote learning:

- It is embedded as an essential part of teaching and learning.
- It involves sharing learning goals with pupils.
- It helps pupils to know and to recognise the standards they are aiming for.
- It involves pupils in self-assessment.
- It provides feedback which leads to pupils recognising their next steps and how to take them.
- It is underpinned by confidence that every student can improve.
- It involves both teachers and pupils reviewing and reflecting on assessment data.

(Inside The Black Box 1999 Black and William)

General Principles

- Whenever possible, marking should be done in the presence of the pupil, allowing for a discussion, further explanations and positive encouragement.
- For a significant number of pupils at Pitcheroak - given the wide range of ages, abilities and sensory impairments—there will be little, if any, written work available for “marking” in the traditional sense. For these pupils verbal feedback will be used.
- If corrections are necessary, then these should reflect the pupil’s abilities and age.
- Stickers, stars, verbal praise and group celebration of achievements in the class are all important elements of “marking” children’s work.
- Teachers will use a range of assessment methods in their lessons including; teacher assessment, peer assessment and self-assessment.

Early Years, Key Stage 1 and 2

- The teacher marks in a colour which is different to the child's work (preferably not red), with a written comment as appropriate. The level of support given will be indicated using standard codes.
- Where possible teachers will discuss and mark the work with the pupil.
- If appropriate, teachers will write a comment containing some positive feedback and a target for improvement. (Using 'Two stars and a wish' or 'Pink for think and Green for great')
- If marking is done in the absence of the child, the marking should be returned within a short space of time.
- Verbal encouragement is given to do better when necessary.
- Not every piece of work will require written feedback but at least one piece of work per half term should include a written comment.
- Pupils are encouraged to show their good work to others in the group and wider school community where possible.
- Achievements are celebrated, weekly during departmental assemblies.

Key Stages 3, 4 and 5

- Where possible discuss and mark work together with pupil.
- Mark in a different colour from pupil's work preferably not red.
- Mark on the agreed criteria set for that piece of work. (Have pupils met the learning objectives?) *See traffic lighting system on Marking posters*
- Mark for a common pattern of mistakes and not necessarily every single error.
- If appropriate write a comment containing some positive feedback, and a target for improvement. (two stars and a wish)
- Award marks or numbers if relevant to the age and or developmental stage of the pupil or if relevant to the piece of work.
- If marking is done in the absence of the pupil, carry it out and return the work within a short period of time.
- Not every piece of work will require written feedback but at least one piece of work per half term should include a written comment.