



Introduction and Aims

This marking policy is intended to promote a level of consistency in approach by all teachers who are involved in the marking of work. (Please view it alongside the Assessment, Reporting and Recording Policy and policies on Inclusion /Able and Talented pupils.)

Purposes of marking

Marking is one part of the process of assessment; it takes place to:

- Motivate pupils and enhance their performance through appropriate use of praise.
- Assist in diagnosing problems and indicate areas of further improvement.
- Give instant feedback to pupils about their performance, so they are aware of their successes and what they need to do to improve their work.
- Assess recorded work and inform future planning.
- Indicate to parents that work is regularly monitored.
- Help teachers measure the effectiveness of their teaching and learning.

For marking to be effective at Gatehouse School, we try to ensure:

- It is manageable.
- Work is marked in green ink, so pupils can instantly identify the marking.
- Marking relates to 'Learning Intentions and Success Criteria' for each piece of work.
- Teachers focus upon certain aspects of the work, not attempting to assess everything in each piece they mark.
- Effort is always acknowledged.
- Children are given time to reflect upon and respond to written comments. In KS2, pupils should use black pen when responding to written comments.
- Feedback is given promptly and regularly to children.
- The language used is consistent, unambiguous, and appropriate to the child's level of maturity.
- Children understand their achievements and know exactly what they must do next to make further progress.
- There is a consistent approach throughout the school, in line with the overall policy on assessment.

- Classwork is marked by only by teachers; teaching assistants may mark homework, but when they do so, they must initialise the marking.

Process of Marking in EYFS

Marking in the Early Years is done alongside the child. This allows for communication about the task, praise and encouragement to take place. Marking with the child gives the teacher time to explain the next steps, it also provides an understanding of the tools and how they can improve their work. All EYFS staff use a green pen to mark work.

Process of Marking in KS1 and KS2

It is common practice for teachers to share learning objectives and success criteria relating to work will be assessed, so it is therefore important that marking relates back to these factors.

'In depth' marking can be time consuming but can also be extremely valuable. Not every piece of work needs to be marked in great depth, therefore teachers need to be selective.

- Regularity - Marking in the presence of the child, particularly in KS1, is usually the most effective method of marking. In KS2, the pattern of marking sometimes changes, as teachers often mark work after a lesson, and give feedback the following lesson.
- Involving pupils - Pupils in KS2 should be encouraged to proof-read and edit their own work before it is handed in; pupils can sometimes mark work with a response partner, looking through the agreed success criteria.
- Marking codes - Whenever possible, a constructive written comment should be given at the end of a piece of work, and a suggestion for future improvement or target.
- Corrections – time must be given for pupils to respond to the feedback given, and complete corrections.
- Grading - In general grades should not be given, apart from weekly spelling test grades and Year 6 entrance examination papers. Teachers should be aware that research shows that comments have the most impact on pupil improvement:
 - *'Grading and marking has also been found to have a detrimental effect on some pupils, and can lead to lower self-esteem, since children tend to focus on the grade rather than comments.'* ('Inside the Black Box' Paul Black and Dylan William, 1998)

Literacy across the Curriculum

Effective marking should also help to reinforce literacy skills across all areas of the curriculum.

General strategies:

- All teachers should focus upon literacy skills which coincide within their subject.
- It is expected that age related standards for literacy skills are demonstrated across curriculum areas where written work is completed.

Suggested strategies for spelling, Punctuation & Presentation:

- When errors are made, decide which is the best method of correction for each child: higher ability pupils may be asked to practise the spelling of three or four words you have selected; lower ability pupils may be asked to practise the spelling of just one or two words which you have written for them at the end of their written work.
- Teachers should all be aware of the common key words for each year group which should be reinforced in all subjects.
- Encourage children to edit their own work.
- Handwriting should be clearly legible and work towards being joined up. Joined writing aids fluency and helps the kinaesthetic memory for spelling – all teachers need to reinforce this to pupils throughout all areas of the curriculum, and marking is one way to draw attention to this.
- All work should have a date and title – again marking could draw attention to these organisational features where appropriate.

Responsibilities

- Individual teachers - marking the work they have taught and adhering to the marking policy.
- SLT – review of the marking policy; advising colleagues on effective approaches to marking; carrying out a termly 'book-look' to ensure marking is effective.

Review of this document

This is intended to be a working document and will be regularly reviewed by the SLT.

<i>Policy Name</i>	<i>Marking</i>	<i>Creation Date:</i>	January 2018
Status		Governors Review	Spring Term 2018
		Next Review	Spring Term 2020