



Olveston CEVC Primary School Marking Policy

Aims

- ❖ To provide helpful feedback to individual children that will inform the next steps in learning.
- ❖ To aid ongoing assessment of pupil's progress linked to learning objectives.
- ❖ To help with future planning.

What is marking?

Marking could be as straightforward as a few ticks; it is recognition that someone 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.

Who does the marking?

- If the nature of the work is relatively mechanistic, or the evaluation is within the scope of the child, the children may mark their own work. This forms part of our Assessment for Learning strategies.
- Another child may be involved in the marking and giving feedback when the criteria are fully understood.
- The teacher will undertake focused marking (in green pen) at key points throughout a unit of work, 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 may support the marking process.

Marking at a distance

Marking should be carried out as often as possible with the child present, and comments made should be recorded on the child's work, if needed for future reference. If verbal feedback has been given by the class teacher that will be recorded as VF. However, if this is not possible a comment should be made for the child to know how they have coped with the learning objective for that piece of work (This is known as marking at a distance).

Comments should be written on the children's work. These should :

- Relate to planned learning objective;
- Be legible and clear in meaning;
- Recognise children's achievement;
- Indicate the next steps in the children's learning.

Work will be marked with T or TA to help identify support given, other ways to record differentiation techniques are listed in Appendix 1.

Evaluating work

Children need to evaluate their own work, to identify progress and help the teacher to provide future work. This can be achieved by using a code to decide if they felt the work was:



I understood the Learning Objective



I need more practice



I don't understand the learning objective

Children may also use a traffic light system for assessing their progress against the learning objective. By the end of Year 4 the children should be writing 'I can' statements linked to the learning objective. Children also need the time to reflect on the comments given. This could be during registration time or an allocated time during the week.

During this time children have the opportunity to focus on developing the learning objective, correct spelling mistakes, include/change describing words etc. The teacher will also have the opportunity to discuss work with individuals, explain objectives and give support, where needed, during the reflection time.

Effective marking will

- ❖ Provide clear feedback to children about strengths and weaknesses in their work;
- ❖ Recognise, encourage and reward children's effort and progress;
- ❖ Focus teachers on those areas of learning where groups and individual children need specific help;
- ❖ Provide a record of children's progress ; and
- ❖ Help parents understand strengths and weaknesses in children's work.

Monitoring and evaluating of marking

Books will be monitored as part of our curriculum monitoring cycle by the Head Teacher and Senior Leadership Team, a random selection of books will be selected from each class to observe marking techniques. We will be looking for effective teacher marking and Assessment for Learning techniques.

Ratified by Curriculum Committee: March 2010

Date for Review: March 2012