

St. Margaret's Collier Street School

MARKING POLICY

The purpose of marking children's work is to support the individual child's progress, help them to develop as efficient, responsive learners and be an integral part of the assessment process.

This policy is designed to inform staff, governors, parents and other agencies of our marking rationale and the philosophy underlying our delivery of the curriculum.

The General Aims of our marking policy

1. To involve pupils in both self and peer assessment
2. To provide a means to value the children's work and give positive reinforcement.
3. To provide a record to aid in the teacher's assessment of the children's recorded work.
4. To give guidance to both pupil and teacher and help plan the next steps forward.
5. To provide a record of evidence to share with various stakeholders.

Procedure for the marking of children's work

1. Each piece of work to be marked appropriately, for example verbally, with written comments, ticks, evidence of peer assessment.
2. Written comments should be informative with an emphasis on positive comments. Not all work can be 'quality marked'. Teachers will decide when detailed attention – eg. reference to personal target comments should be used. 'Quality marking' will also reflect whether the learning objective has been achieved or may be used to indicate appropriate personalised next steps.
3. As far as possible, and when appropriate, written work in exercise books will be marked before any further work is completed in that book.
4. It is important to try to involve the children in the marking process as much as is practically possible. This is restricted with the older children due to the amount of work produced. If the children have not been involved in the marking process they should be given the opportunity to look at their marked work when it is returned to them before starting a new piece of work.
5. The children will be encouraged to proof read their own work. Teachers can assist in identifying errors by underlining words to be referenced by the child.
6. The children should be given opportunities to evaluate their own work and that of other children through the use of response partners for example. (It is essential to manage this sensitively, this should be introduced gradually and developed over time as the children mature).

7. Not every spelling mistake will be corrected, priority will be given to mis-spelling common words. With the younger child the correct spelling will be written above the word. With the older children the spelling mistakes to be "identified" will be underlined and the correct spelling will be written above or in the margin or the child will self correct.
8. When secretarial features are the focus and at other times (if appropriate), punctuation and capital letter errors will be identified.
9. Where possible reversals should be identified to the child and the correct orientation shown.
10. Merit points will be awarded for children's work as a recognition of a child's own achievement.
11. Where appropriate comments will reflect the specific aim of the work.
12. Marking will also identify if work was supported and the level of that support.
13. Individual teachers may develop specific strategies that are appropriate for particular groups of children in order to improve learning, eg. in Booster classes.