

Shropshire Hills Federation

Marking Policy

Purpose

The marking of children's work should serve three main purposes. It should:

- Celebrate children's successes and recognize effort.
- Clearly identify their next steps for development in a language which is concise and age/ability appropriate.
- Provide a record for the teacher, and other teachers who may share the class, which can be used for effective future planning as an aid to personalized learning including any interventions.

Strategies

An effective mixture of adult, self and peer marking should be employed throughout the school. In the Early Years, much of this will be verbal discussion with the child alongside notes taken by adults. As the child progresses, the balance should move more towards self and peer assessment, to well established criteria. The Early Years will assess to EYFSP and in Keystages One and Two, children and adults will assess to modified versions of the 2014 national curriculum expectations for each year group. This will be linked the school's own targets. Whilst most children will be assessed to their chronological age targets, some will work to those from lower year groups and others to more advanced targets. The most important aspect of assessment is that it informs next steps for each individual whether they are working within expectation or not.

Where several drafts of one piece of work are made, with improvements implemented, all drafts should be taken into account for assessment purposes. However, the final draft should not be marked, with the exception of celebration or special awards. This values the effort made by the child to improve and recognizes that it is the best work possible at that point in time.

Adult Marking

The most effective adult marking takes place *with* the child whilst work is in progress. This allows for marking, oral feedback and explanation to take place simultaneously, it also provides a model for self and peer marking. All teachers and teaching assistants in the room should be suitably briefed to be able to do this with equal status. A consequence of this strategy may be that all aspects of each child's work may **not** be marked, but with careful daily rotation of adults in the room marking will be more effective over time. Where marking is completed after the session has ended, feedback, **including oral explanation** should be given as soon as is practicable. Children should be given time to read and understand adults' comments and, if necessary, complete further work to consolidate. For best use of adult time, if oral feedback has been given, a written commentary is not required. It is however good practice to mark the child's work with an oral feedback given stamp, purely as evidence of the process.

Self Marking

As soon as children are able, they are to be taught and encouraged to mark their own work to specific criteria. They need to be taught strategies for effective marking, including the use of a dictionary, thesaurus, electronic spell checker, own spelling book, calculator and discussion with peers. Self marking should be carefully monitored by adults.

Peer Marking

Using similar strategies as when self marking, children should be taught to be constructively critical of the work of their peers. When doing this they should identify themselves as the marker. The marking of others' work often demonstrates a greater understanding of the task than completion of the task itself.

Methodology

Although the ways in which we mark throughout the school will differ due to age and experience of the children, it is vital that they show consistency and have clear progression. The following guidance should be clear to all children and staff.

- Incorrect spellings, grammatical errors and factual misunderstandings **are not to be feared**. Children should always be praised for their best attempt and then shown how to improve. Remember, if we are initially teaching children to spell primarily using phonics, we must value phonetically plausible attempts equally to correct spellings. We must however ensure that children understand that phonic attempts are a correct stepping stone to standard spelling patterns. For instance a child in Year One may begin a story with: **'wuns upon a tighm.'** Which clearly demonstrates that the he/she has listened, understood and applied learning from phonics sessions.
- In adult, self or peer marking it is important to correct only a proportion of 'errors'. Marking everything as wrong is counter-productive and demoralizing. If a child has made their best effort to write independently but has made twenty five spelling 'errors' in a thirty word piece they are unlikely to remember any corrections if all are pointed out, but will have greater success if 15-20% are shown. The actual percentage will be determined by the adult marker dependent upon the child's ability, age and resilience.

In Summary marking should generally be as follows:

- 1. Pen colours: Children always mark in green, identifying themselves when peer marking. Adults mark in a contrasting colour. Highlighters are especially effective when a key is also made by the child.**
- 2. In a first draft children identify potential errors (for checking later) as they work by underlining in green pen.**
- 3. Child checks their own work, using agreed strategies, using green pen or highlighters as appropriate.**
- 4. Where applicable peer assessment takes place.**
- 5. Teacher or Teaching Assistant marks in a contrasting colour (red/blue dependent upon class) and initials the marking, either with the child whilst work is in progress or as soon as possible afterwards with time allowed for feedback. Adults/children may also highlight in pink (think pink) when they wish a child to take another look independently at something which is incorrect or needs improvement.**
- 6. Praise and stickers used to recognize effort and progress.**
- 7. Where exceptional effort has been put in to an individual piece of work, a child should be given the opportunity to share it in other classes and good work assembly. This should then be rewarded with a commendation.**
- 8. High quality oral feedback is often the best marking strategy. Mark work with appropriate stamp when this is completed. Child should then, when appropriate, be encouraged to bullet point their understanding of what has been discussed, before moving on.**

Adopted by the Curriculum Committee

Signature of chair _____

Date: _____

Next review date: _____