



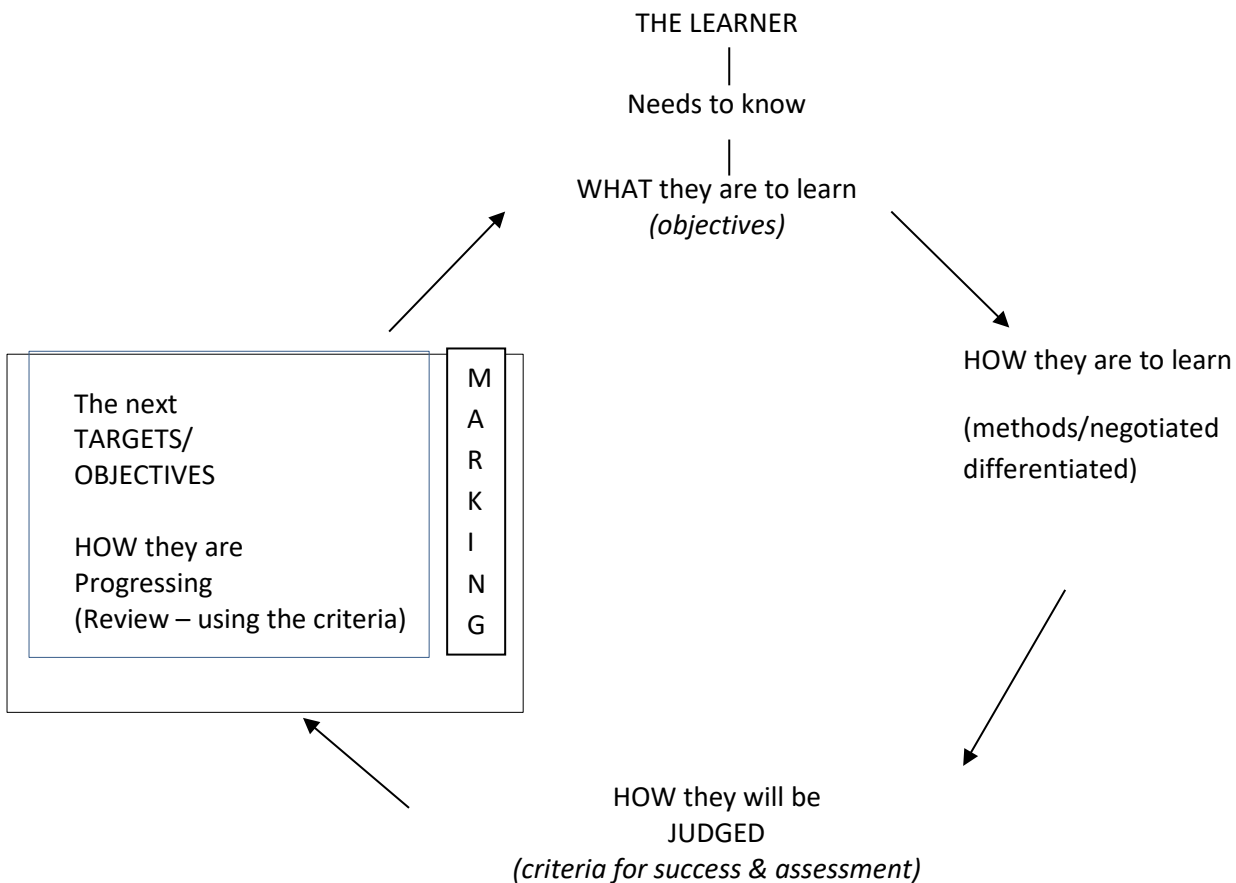
Oakridge Schools Federation Marking Policy

Approved by:	Full Governing Body
Review frequency:	Every 2 years
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Introduction

Marking needs to be meaningful and used constructively to promote pupils' learning, offering each child challenge and motivation. It is a valuable tool in the learning and assessment process. It is recommended that daily marking needs to be used by teachers to diagnose strengths and weaknesses in pupils' work. Taking into account each child's abilities and potential. One of the main purposes of marking is to assess how far curriculum and individual targets and/or objectives have been met and is usually set against criteria which should be made clear, to the child, class and/or group before the work is attempted. The marking may be verbal or a written comment or symbol on the pupil's work and should ideally be done with the child present. Where this is not possible marked work should be returned to each child as quickly as possible i.e. the next day and/or lesson with time for reflection and review.

The following diagram illustrates the process.



Aims

We mark for a number of reasons:

- To indicate if the pupil has understood the task and responded appropriately
- To provide positive feedback to pupils on their success
- To give guidance to enable pupils to improve their performance
- To indicate where the pupil is having success and difficulty
- To aid future lesson planning
- To inform pupils that their work is important and considered and thus improve the pupils' motivation and self-esteem
- To provide pupils, parents, teachers and others with information for assessment, improvements, standardisation / moderation and future planning/developments

Effective Marking

We want our marking to have a beneficial effect on the behaviour, motivation, outlook and self-esteem of the pupils.

Therefore, effective marking should:

- Provide clear evidence of attainment and achievement
- Be meaningful and where possible lead the pupil to feel satisfaction and a sense of achievement
- Point out areas of weakness and strengths to the pupil and help them to negotiate further learning targets
- Take into consideration the pupil's potential, ability and age, a verbal comment is often more effective with the younger child
- Be worth the time and effort expended on it
- Motivate the pupil, which is more likely to happen with children if it is done as soon as possible and ideally with the child present – though this is not always feasible
- Be based on specified, explicit criteria

Setting Criteria

As part of the planning of the scheme of work, programme of study and individual lessons, the teacher should decide and make explicit the criteria for assessment. The identification of these criteria needs to be done at an early stage and is more easily achieved if done in consultation with other teachers.

- The criteria used when marking the work must be made clear before the pupils begin work (This can be done orally.)
- The specific criteria should be realistic and should depend upon the age and capability of children
- The teacher may also have implicit criteria, of which the children should be aware, e.g. work given may be expected to conform to an agreed Presentation Policy, or to be correctly punctuated or spelled. These criteria should be within the pupil's capabilities
- Comments, either verbal or written, should refer to the criteria for that piece of work
- Criteria which are not satisfied could become future targets
- Worksheets used throughout school should have the learning objective written at the top

Marking Practices

- Marking should normally be of contrasting colour (red) to the pupil's work
- Comments should be clear, legible and in appropriate language and script, so that the pupil can understand and react appropriately. In the case of KS1 symbols may be used to aid the marking
- Similar types of mistakes or achievements, which conform to the criteria for marking the work and which the teacher has decided to draw to the attention of the pupil, should be marked in the same manner throughout the school. A marking key is displayed in the classrooms
- Generally work in any subject is marked to subject specific criteria, e.g. a science experiment should be marked according to scientific criteria, a map should be marked on map-drawing criteria etc
- In the case of Mathematics, it is general practice to have right and wrong answers to individual items and the pupil's work is usually marked as correct or incorrect. If a pupil has not understood the work and may have many wrong answers, it is advisable not to mark every wrong answer, but to write a constructive comment at the end. It is also more common in Mathematics for teachers to set out work in the pupil's book to show the appropriate method
- For most pieces of work the learning objective should be put at the beginning of the work. These can be incorporated into the title of the work or in the success criteria checklist in some subjects
- Occasionally work will be marked with the pupil as they are working to allow discussion and encouragement
- Teacher's initials at the end of a piece of work only acknowledge work has been seen
- Supply staff, non-class teacher or other adults should initial all marking
- Time should be given to pupils for reading comments on work and maybe given for completion of corrections. Children will use a green pen to respond to the marking
- Pupils must have the opportunity to act on these comments either in correcting the original or in the future pieces of work

For the Pupils

- Pupils should understand that marking is a positive contribution to learning and not a punitive exercise
- To make marking more effective, pupils need to be encouraged to read any comments and respond to them
- Pupils should realise the importance of individual achievement and that oral or written comments are particular to them and that the teacher is always available for clarification
- One way of getting pupils to respond to marking is to encourage them to do corrections. Teachers will judge the best use of item; pupils can tell the teacher verbally where they went wrong, the needs of the pupil, the type of activity and whether the work will be covered again needs to be taken into consideration. If corrections are expected by the teacher, the teacher must ensure that they are completed
- Mathematical errors involving calculations should normally be corrected by rewriting the calculation, not merely changing the answer
- Spelling corrections should be completed in accordance with the language policy on spellings
- In other subject areas the method of correction is at the teacher's discretion
- As pupils mature, it is possible for them to take a more active role in the marking process. They can easily mark mathematical answers; with care they can mark spellings and they can make constructive comments on their own and others' work during activities such as drafting. Obvious teacher monitoring will ensure learning takes place

- The more familiar pupils become with criteria for work and for marking, they can be encouraged to judge their own efforts (self-assessment) against the criteria. They can also be given opportunities to judge a partner's work
- The attention of pupils should be regularly drawn to a copy of the marking key, which should be on display in the classroom

Overall, work should be produced in accordance with the school's presentation guidelines. The presentation guidelines will work alongside but not dominate any other criteria. These guidelines should be on display in the classrooms.

Involving Parents

Teachers should take appropriate opportunities to explain the thinking behind this policy. Information could be disseminated to parents at induction evenings and open evenings. A copy of the marking key should be available on request.

Monitoring, Assessment and Evaluation

- Subject leaders and others will, in the course of their monitoring, scrutinise pupils' work and the methods of marking and provide appropriate feedback
- This marking policy is integrated into the School Development Plan and so will be reviewed and evaluated by the teaching staff