

Marking Policy



Sacred Heart Primary School
Dundrum

Rationale

Improving pupil learning through assessment is aided by effective feedback. Pupils need to be able to assess themselves and understand how to improve.

The marking of pupils' work is therefore an important part of teacher assessment and future planning. This policy sets out how staff ensure that marking is an integral part of our assessment procedures. Assessment and marking will consider the culture, language and sensitivity of the child.

Aims

Effective Marking should:

- Provide clear feedback to pupils about the strengths and weaknesses in their work
- Recognise, encourage and reward pupils' efforts and progress
- Aid on-going assessment of pupils' progress linked to learning intentions
- Provide a record of pupils' progress
- Encourage pupils to strive to improve
- Direct pupils to what they need to do to improve their work
- Help parents understand strengths and weaknesses in their children's work
- Help with future planning

Marking Procedures

1. Teachers can use any colour pen (except red and green) as long as it is in contrast to the pupil's writing.
2. As far as possible, marking will be done daily or when a piece of work is completed. If not, comment and feedback will be shared orally later.
3. Appropriate comments or prompt questions will be written in language that the child understands. Use of symbols and ready-made stampers will supplement comments/non-readers.
4. Wherever possible, marking will be related to a clear learning Intention/Success Criteria, which has been shared with the children.

Depending on the learning intention and success criteria incorrect spellings may not always be corrected. However display work and corridor display work must be to the highest standard.

5. Marking procedures and marking standards should be consistently applied across the school.
6. Marking practices and procedures should be in keeping with the school Assessment Policy.
7. Teachers will use feedback from marking to inform future targets and planning
8. Good presentation is expected and may be marked.
9. Use of erasers is discouraged – mistakes are addressed with brackets/strike-through.
10. In Numeracy, mistakes are highlighted – this affords opportunity for the pupil to review their workings/answer.
11. Marking will celebrate success whenever possible in order to raise self esteem and encourage all children to work to their full potential. Outstanding effort and achievement will be acknowledged with certificates/stickers at assembly. Homework passes will be given out by either class teacher/ Principal to reward individual work.
12. Sometimes a piece of work will be marked with a single tick that shows that it has been completed successfully. This is particularly appropriate for pieces of work which are designed to allow children to practise and consolidate learning – particularly appropriate in upper key stage 2 with the practice of edit/draft/redraft. Classroom Assistants may be used to edit/mark work, however written comments are at the sole discretion of the class teacher.
13. Peer assessment will have a role with; pupil feedback, pupil checks, reading aloud, and buddy checks.
14. When work is unfinished, a comment should be made to encourage completion.
15. Homework can be marked by the children themselves – this affords the opportunity for the children to discuss and explain answers. Parents can respond to comments directly with the teacher.

16. Pictorial evidence, iPad/ICT work including scrapbooks can be used to highlight best practice and the learning that has taken place. A notation should be referenced in the children's books to confirm such work has taken place.

17. Written work may be marked with the following codes in the to indicate an error.

The range of **Symbols** include:

C	—————→	Capital Letter needed
F.S.	—————→	Full Stops needed
Sp	—————→	Spelling needs checked
P	—————→	Punctuation need checked
T	—————→	Incorrect tense
D.I.M.S?	—————→	Does it make sense?
	—————→	Confusing ideas
PR	—————→	Proofread work carefully
T.F.I	—————→	Target For Improvement
SWO	—————→	Show Working Out
HAG	—————→	Have Another Go

Additional General Symbols

P1/2   - Happy/ Sad Face
 - Reward Chart/ Stickers
 - Stamper: Target Achieved/Learning Intention Achieved/ Target For Improvement
 - Comment connected to Learning Intention

P3/4  -Comment connected to Learning Intention
 - Reward Chart/ Stickers
 -Stamper: Target Achieved/Learning Intention Achieved/ Target For Improvement

- P5/6/7
- Comment connected to Learning Intention
 - Reward Chart (for achievement & endeavour)
 - Stamper: Target Achieved/Learning Intention Achieved/ Target For Improvement

Self Evaluation/Peer Assessment

- Children should be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements.
- Feedback/peer assessment can be oral or written according to the ability of the child.
- Children should be guided on how to give an improvement suggestion.
- Children should be given time and opportunity to act upon suggestions.
- The quality of the improvement suggestions and of the peer assessment should be monitored by the teacher.

Sub/Supply Teachers

As a school policy, we expect sub teachers to mark work positively and comment as appropriate. Teachers will notify sub teachers in notes left.

Monitoring & Evaluation

The Senior Management Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment.

- Consistency in teachers' marking across key stages and between year groups.

Equal Opportunities

As a school policy, staff have agreed to these principles. As a consequence, there will be a consistency of approach which reflects pupil progression.

The emphasis will be on what children 'can do' and the identification of the 'next' learning step - particularly appropriate within 'The Curriculum' and the 'Assessment for Learning' strand.

Review of Policy

The policy will be reviewed annually by Assessment Coordinator and SMT.

