



Allesley Hall Primary School Marking Policy

Rationale

At Allesley Hall Primary School we believe marking is an essential part of the teaching and learning process. All children should have their work marked in such a way that is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

This policy will ensure greater consistency in the way that children's work is marked throughout school.

Aims

At Allesley Hall Primary School all our responses to children's work will be positive and purposeful.

- Children will receive regular feedback about the quality of their work
- Marking will demonstrate the level of understanding and accuracy in a task
- Feedback will be given as soon as possible after completion of the task
- Marking will be given against the learning objective of the lesson
- Marking will clearly identify the next steps for learning
- Marking will encourage a dialogue between the teacher and the child about the quality of that child's work.

These aims apply to both written and verbal feedback from the teacher.

Children should always be aware of the learning objective in their lesson and the marking criteria will be shared by the teacher. Year 5 and 6 children will, when appropriate, write the learning objective on the page prior to starting work.

Procedures

Teachers will make clear to pupils the purpose of their written work and how it will be marked. Depending on the activity the pupil's work will be marked in a range of ways. These types will vary according to the task or the age of the children.

Work will always be marked for accuracy, discussed with the child or contain written constructive comments. Supply teachers, Teaching Assistants and Initial Teacher Trainees will initial work that they mark.

• Oral Feedback- OF

This indicates that a teacher has discussed the outcome of a piece of work with a child. A teacher having a conversation with a child about how to improve the quality of their work is an example of oral feedback. Guided group work is also an example of the value of teacher discussion and talk with a child/ group about how to improve their work.

- **Self and Peer Assessment**

Self and peer assessment will be demonstrated in a range of ways in all year groups of our school including the use of three stars and a wish, traffic lights both orally and recorded in children's books. This must be done in a sensitive and appropriate manner and children should be encouraged to make positive comments about each others work. Where self and peer assessment is recorded in children's books coloured pencils should be used and the work later checked and ticked by the class teacher.

- **Marking for Accuracy**

This type of marking will use the agreed symbols and easily demonstrates how successful a child has been in a specific task.

✓ The work has been checked and is correct.

X The work is incorrect. When a child has made many mistakes in one piece of work, only a few crosses will be used before the work is discussed with the child.

Where classwork is pupil marked a coloured pencil should be used and the work later checked and ticked by the classteacher.

- **Targeted Marking**

This is the most effective form of marking and the one that helps the child move on in their learning. It is used as an assessment tool and should contain constructive comments that clearly identify the next step in learning.

It may not always be possible or desirable to provide detailed marking for every task, but as a staff we have agreed the following guidelines:

1. Targeted marking, which includes assessment, should be:
 - At least once a week for Literacy and Numeracy
 - At least two examples per half term in Year 5 & 6 Science books.
 - At least three examples in the Creative theme books each term.
2. All written work should be acknowledged with a physical mark, including OF if oral feedback has been given to the child.
3. Where possible, marking should develop into a written dialogue between the teacher and the child. Teachers should allow children to respond to their comments encouraging each child to take additional responsibility for improvements in their work.
4. **All children's work should be marked in ink so that it is clearly visible. All teacher comments should be legible and model the school handwriting policy.**