

Introduction

The purpose of this policy document is to define the principles and aims of the development of marking at Melrose and to provide a framework which;

- promotes consistency in school planning and school practice.
- facilitates development and change.
- informs new staff, pupils, parents and governors and the wider community.

This policy runs in conjunction with the AfL and Homework policies.

Principles

- Marking of work indicates that the effort involved in completing work has been appreciated.
- Marking gives feedback to the pupils about their performance.
- Marking helps pupils to reach their full potential.
- Marking must be relevant and understood by pupils.
- Pupils should be included in the marking process. Marking should provide a helpful dialogue between the pupil and teacher.
- Feedback should be formative and be as immediate as possible, particularly in the Early Years.
- All work completed and handed in on time is marked.

Aims

Our aims in marking children's work include;

- To ensure that pupils are clear about successful work and what to do to improve it.
- To encourage pupils to take responsibility for their own learning, reflect on their work and identify their own areas for improvement.
- To provide help and encouragement to all pupils.
- To indicate areas that need more practice and/or greater care.
- To encourage neat presentation and correct setting out of work.
- To provide feedback as quickly as possible.
- To ensure teaching and learning is as effective as possible.
- To raise attainment and maximize progress for pupils.

Strategies

- Marking may take different forms e.g. indications of right or wrong, discussion, self-editing by pupils, peer assessment, self-assessment, talking partners and comments on performance, written or oral.
 - Marking should be closely linked to the success criteria which have been shared with the pupils at the start of the session.
 - Work may be teacher marked, L.S.A. marked or pupil-marked.
 - Marking should indicate where and how improvements can be made.
 - Stamps / comments are used at the end of a piece of work indicating when verbal feedback has been given.
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- The Junior Department teachers use the same marking code (Appendix 1), which is displayed in the class.
 - The Preparatory Department teachers use an age appropriate marking code which varies from class to class.
 - Work is marked in any colour pen which can be clearly seen against the piece of work.
 - Work should be marked or feedback given in time for the next lesson.

Age specific marking indicators will be shared with the children by each class teacher at the start of each academic year.

The strategy for corrections will be that most appropriate to the child, situation and the subject but may take the form of;

- discussion, individual, group or class.
- formative comments designed to take the child to the next stage of her learning (joining the gap)
- redoing all incorrect work.
- correcting only certain work indicated by the teacher.
- more examples of similar work.

Resources

Teacher answer books.

Stars, stamps, stickers, house points.

Junior Department Marking Appendix 1.

Assessment and Recording

Please see individual policies.

Reporting

Comments may be made in the twice-yearly reports to parents if corrections are not satisfactorily completed, or through discussion with parents as and when necessary.

Appendix 1 – Junior Department Marking

Marking! What do the signs and symbols mean?

When teachers mark your work you will see them use the following symbols either to help you see where you have made mistakes or to help you make any corrections that are needed.

Writing:

Sp If you make a spelling mistake, the teacher will underline the word and write 'sp' next to it. They might write the correct spelling for you to copy or ask you to find the correct spelling yourself!

Ⓐ If something is circled, then it shows a missing or incorrect capital letter or piece of punctuation.

// This shows that a new paragraph is needed.

Maths:

A tick indicates a correct answer.



A dot indicates an incorrect answer.

General:

VF This indicates verbal feedback has been given. You may see a stamp saying "we discussed this together".

SA This indicates a self-assessment.

PA This indicates a peer-assessment.