

Marking Policy

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

All pupils are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers mark work and give feedback as an essential part of the ongoing assessment and feedback process. We believe marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives. Marking should help pupils to become reflective learners and to close the gap between current and desired performance, ensuring that every pupil makes maximum progress. Pupils should be included in the marking process through self and peer assessment in order to be reflective and take some ownership of their learning.

Aims

Our aims in marking pupils' 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 maximise progress for pupils.
- To show that teachers value their work and encourage them to do the same.
- To provide the ongoing assessment that should inform future lesson planning.
- To assess the effectiveness of teaching.

Strategies

- Marking may take different forms e.g. indications of right or wrong, discussion, self-editing, 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 may 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.
- 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.
- Pupils are encouraged to self-assess their work to reflect upon what they have done well in and what could be improved. In the Preparatory Department, methods may include simple 'thumbs up / down' or smiley faces. In the Junior Department, these are extended to written comments at the end of a lesson.
- Work is marked in any colour of pen which can be clearly seen against the piece of work.
- Work should be marked or feedback given in time for the next lesson.
- The marking of spellings should be restricted to a maximum of five spellings per page to avoid overload.
- Marking should be sensitive to the abilities of the pupil and her capacity to benefit from it, balancing the desire to improve with the need to encourage.
- Comments should be constructive and informative, promoting Growth Mindset (i.e. not just good or excellent, etc.), linked to the lesson objective and success criteria. Its purpose is to reinforce and extend learning.
- Pupils should be given time to read through feedback given and where possible action these comments.

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

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

- discussion, individual, group or class.
- formative comments designed to take the pupil to the next stage of her learning (joining the gap)
- re-doing 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:

If you make a spelling mistake, the teacher may underline the word and write the correct spelling in the margin 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.