

HOLY FAMILY PRIMARY SCHOOL
MAGHERAFELT



MARKING CHILDREN'S WORK
POLICY STATEMENT

Purpose and Aims of the Marking Policy

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. A marking policy helps to promote consistent standards of marking and common methods from one teacher to another.

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

- Marking indicates teacher satisfaction and expectations (positive reinforcement).
- Marking indicates strengths and weaknesses and how the child can improve performance.
- Marking is an effective way of keeping the child focused on agreed targets and encourages self-assessment and self-correction.
- Marking demonstrates the value and respect due to children's efforts.
- Marking provides an indication to parents about their child's progress.

At Holy Family Primary School marking will take on several forms:

Formative: so that the positive achievements of pupils will be recognised.

Diagnostic: so that the strengths and weaknesses of pupils may be recognised.

Summative: so that the overall achievements of pupils may be recorded in a systematic way.

Evaluative: so that the information gained about pupils' achievements may be used by teachers to make curriculum planning and resource decisions.

Assessment for Learning

The Five Key Actions of Assessment for Learning are as follows:

Sharing Learning Intentions

Agreed learning intentions give students a deeper understanding and ownership of their own learning process. This brings increased motivation and the desire to stay on task for a longer period of time.

Sharing and Negotiating Success Criteria

Created by pupils or in conjunction with teachers, clear success criteria aid self-assessment and helps identify the steps needed to complete a task.

Feedback

This is essential for effective learning and teaching. Strategies such as '2 stars and a wish', comment-only marking or providing prompts for improvement, can help plan the next steps in learning.

Effective Questioning

Using more open-ended questions, giving more thinking time, using pair share and so on can help pupils feel more confident to put forward new ideas, think out loud, explain their reasons and explore their understanding.

How Pupils Reflect on their Learning

(Peer and Self-Assessment and Self-Evaluation)

Allows pupils to reflect on what they have learnt and how they have learnt it. Using strategies such as traffic lights, thumbs up or useful thinking prompts can encourage pupil self-evaluation

Implementation

Whole School Approach to Marking

- Marking needs to be completed regularly, kept up-to-date, and promptly returned to pupils.
- Pupils need to understand marking systems, both the criteria for marking as well as the comments awarded.
- Marking should include comments, not just ticks. The comments should not be too cursory. They need to be encouraging, but not merely congratulatory. It is particularly important that the comments tell pupils how to improve their work. At Holy Family PS we do this in the form of
- Whenever possible, marking should relate to the learning intention of the lesson (W.A.L.T.) or the success criteria set (W.I.L.F.)
- The amount of marking should be manageable for teachers. We are aiming for quality not quantity.

Homework

- Homework should be marked and kept up to date. A supportive comment will be made in an attempt to offer help in terms of how work can be improved or to note why a piece of work is good..
- Marking should always carry the date of the marking.
- All individual questions should be corrected either by the children or the teacher.

Self and Peer Assessment

All teachers use self and peer assessment across the curriculum areas. The children are able to assess their work by compiling a list of success criteria at the beginning of the lesson with the teacher and checking their work against these criterion when they have finished. This will be done in the form of W.I.L.F. (What I'm looking for) Children should have the opportunity to carry out this form of assessment in all subjects.

Teachers may also decide to use the traffic light system to help the children self evaluate their work. They may indicate their level of confidence in a topic by using an appropriately coloured dot. This works particularly well with the less able children.

Opportunities for peer and self assessments should be recorded on planners.

Spelling, grammar and punctuation will not be corrected in all work if we are marking towards the learning intention for the lesson. Correcting every error would be extremely time consuming. However, if a child has consistently spelt an important key word incorrectly, it

should be corrected e.g. when studying the topic of electricity in WAU lessons, children would be expected to spell the technical vocabulary correctly (conductor, insulator, current etc.)

How will marking in the school be monitored?

Marking will be monitored through the analysis of work collected initially by subject co-ordinators and it will also be monitored through the sharing of good practice when reviewing children's work in the A3 folders. This will take place on a termly basis with one teacher from each year group meeting with SMT.