

FANE STREET PRIMARY

MARKING POLICY

This policy gives guidance to staff on the purpose, types and frequency of marking. Written work should be relevant to work being done in class. The marking of such work is therefore important in its own right, as well as being a vehicle to develop confidence and self-esteem in the child. Marking should be constructive and encouraging.

Aims

All marking should have a clear purpose for either the child or the teacher depending on the learning objective. Teachers will concentrate on marking for the specific points that have identified at the start of the lesson but they may on occasions highlight additional points for future improvement. In marking work teachers will always endeavour to be supportive even when informing pupils of the need for correction.

Purpose of marking

- To inform the teachers of a child's progress and needs for future planning
- To provide feedback about current work
- To demonstrate the value of a child's work
- To allow for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others
- to inform parents of their child's progress

Types of marking

- Ticks where work is correct or a dot where mistakes are made. Teachers will ensure that only a reasonable number of corrections are highlighted to ensure that children can learn from their mistakes without becoming overwhelmed by the number of corrections identified.
- From P3-7 teachers will operate a coloured pen marking scheme, where very pleasing aspects of the work will be highlighted in pink marker and areas identified for correction will be highlighted in green. This scheme will be used in activities that are specifically related to AFL Walt Board lessons. The pink highlights will be related specifically to the learning intentions and success criteria as agreed at the start of the lesson. Where possible teachers will identify what success criteria the area highlighted in pink relates to.
- When teachers write a comment, a negative comment should be supported by a constructive statement on how to improve
- Stickers may be used to reward and encourage effort. A selection of work will be also displayed
- Children may, where appropriate, self mark work, or mark another child's work. The teacher will always review this marking. Children will be encouraged to make judgements about their own work

Frequency of marking

- Marking may take place during the lesson which allows for immediate feedback
- Most work will be marked before the next session of that subject. However, in the case of a long-term project or piece of written work it may not be marked until the completion of the project. Children will be informed in advance if this is the case.
- Time will be provided each week for children to re-evaluate their work and correct/redraft specific work as selected by the teacher.