

Glencraig Integrated Primary School



POLICY FOR MARKING

Date: February 2017

Review Date: June 2022

Approved by Board of Governors: _____

School Mission Statement

At Glencraig Integrated Primary School we aspire to maximise the skills and talents of our pupils in a happy and caring environment, enabling them to become fulfilled and responsible citizens.

General School Aims

We endeavour to:

- provide and encourage an atmosphere of acceptance and mutual respect for those within the school community, from all religious, non-religious, social and cultural backgrounds as well as for those of differing abilities and needs
- create a happy, secure, stimulating environment in which all pupils can learn effectively and become clear, confident communicators
- present children with a variety of challenging, activity based learning experiences incorporating all areas of study required by the Northern Ireland Curriculum
- encourage children to recognise the value of developing a healthy mind and body and to foster, within each child, a positive self image
- encourage parents to play a constructive and positive role in the school
- place the school at the heart of the local community

Introduction

At Glencraig Integrated Primary School we are a Rights Respecting School and uphold the articles contained in the UN Convention on the Rights of the Child and in particular Article 28 - *Every child has the right to an education.*

This policy forms part of a whole-school policy for teaching and learning. It reflects the ethos of the school and has direct links with curriculum planning and assessment.

How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements.

Marking should be positive, clear and appropriate in its purpose.

It needs to offer positive benefits to staff and children and the outcomes need to be fed back into planning.

The policy must be:

- Consistently applied by all staff
- Clear in its purpose
- Manageable
- Productive in its outcomes
- Informed by pupils' individual learning needs and previous assessments

Rationale

- To recognise, encourage and reward children's effort and achievement and celebrate success
- To provide a dialogue between teacher and children and clear appropriate feedback about strengths and weaknesses in their work.
- To improve a child's confidence in reviewing their own work and setting future targets by indicating the next steps in learning (AFL-2 stars and a wish)
- To indicate how a piece of work could be corrected or improved against assessment criteria (AFL-S.C.)
- To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed
- To provide evidence of achieving learning intentions through classwork and assessment
- To help in reporting to parents
- To aid curriculum planning

Principles

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development (learning targets) it is essential that:

- their work is marked promptly
- they are made aware of expectations, learning intentions and of the success criteria against which their work will be marked/assessed. (AFL). Therefore not all pieces of work will have **all** the mistakes corrected; However there will be an expectation that spelling, punctuation and grammar (SPG) will be of an age appropriate standard in all work and this will be referenced in the marking.
- the learning needs of children are understood and work is matched and marked appropriately
- their work is marked in such a way that achievement is acknowledged and teaching points are highlighted (Eg. AFL-2 stars and a wish in extended writing)
- spelling mistakes will be corrected up to a reasonable number, especially common words. However children will be encouraged to attempt unfamiliar words and given credit for this.
- mistakes in grammar will also be identified, again to a reasonable number. Children in Key Stage 2 will be encouraged to consider how their work meets standards in spelling, punctuation and grammar (SPG) in preparation for transition to Post Primary School and the use of marking schemes there.

Wherever possible, marking (oral and/or written) takes place with the children.

Towards a whole school approach

In order to achieve a whole school, age appropriate approach to marking methods must be agreed and should be: _

- Consistent across year groups
- Show progression across age ranges
- Consistently applied by all those working with children in school including supply teachers and support staff

The nature of feedback

- Comments should refer to the learning intention
- Comments may form the basis of discussion between teacher and child
- Comments may be oral or written
- Comments may be given on a group or individual basis as appropriate to the task

Oral feedback is most powerful and has maximum impact in pointing out successes and improvement needs against the learning intentions. The quality of the thinking can be higher if it is oral.

Oral feedback is usually interactive and developmental. It may give reassurance or a quick check on progress.

Written feedback should be legible and clear in meaning.

Written feedback is developmental ie children will find out how they are getting on and what the next learning step will be.

Written feedback should be manageable for teachers and pupils.

The balance between oral or written feedback is age/ability dependent.

Marking methods/classroom practice

- As a staff we aim to regularly review the Marking Policy; to share elements with parents at the curriculum evening and with the pupils so that they understand the process as they arrive in a new year group
- When written feedback is provided teachers need to consider
 1. can children read your comments?
 2. can they understand your comments?
 3. do you allow time for them to read your marking?
 4. do you allow time for children to reflect and respond in order to make some improvement on the work before moving on the next activity?
- Stampers may be used as appropriate to indicate level of success/help required
- Teachers should always mark that aspect of a pupil's work which relates to the planned learning intention/success criteria (AFL)
- Sensitivity should always be shown towards children's work, their feelings about it and any personal circumstances that may be relevant at the time. Comments should be positive wherever possible.
- Constructive comments which include phrases such as "can do"; "understands"; "has difficulty with "; "completed independently" ; "completed with support" etc are helpful for parents to know the context of the work.
- It may be appropriate to prompt towards improvement eg by reminder, scaffold or example ie
 1. reminder - simply a reiteration of the learning intention/success criteria
 2. scaffold - the teacher decides what she would like the improvement to be. Eg. gives suggestions as to areas that might be considered
 3. example - models an answer for the child to use but also leaves the option for the child to prepare their own answer
- Use of a child's name in a written comment personalises it
- Use in conjunction with self or peer evaluation as appropriate. This can empower the child to realise their own learning needs and to have control over future targets

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- Marking should be flexible enough to ensure that children of all abilities within a class receive feedback which will motivate them to greater effort and achievement.
- Marking can also be for a parent's benefit to inform them of the child's level of independence/support required in completing an activity. It also lets the parent know of next steps so that they can support their child at home.
- Marking comments are a good record of the progress being made by a child and aid future planning.

Roles

The role of the School Leadership Team is to:-

- lead a whole school approach to marking and ensure that this Marking Policy is being implemented effectively
- monitor the consistency and quality of marking throughout the school.
- assess the quality of teaching, learning and assessment through marking
- provide adequate training and resources

The role of the teachers is to:-

- implement this policy in their classroom practice
- create an atmosphere in which children are motivated to learn from mistakes and targets for improvement given from marking
- challenge and support children to do their best
- ensure their marking reflects the needs of the children
- use marking and assessment data to set targets and give children clear constructive feedback.

The role of the pupils is to:-

- look at the marking in their books to see how they got on
- take on board feedback from marking
- to use feedback to improve

The role of Governors is to:-

- to approve, ratify and monitor the Marking Policy
- to ensure that they are informed about standards in marking
- to be familiar with the types of information gained from marking and assessment and how that information is used.