

Elliott Park School

Policy for Marking Children's Work

September 2016

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1. Introduction

Marking has the potential to be the most powerful, manageable and useful ongoing record of achievement ... it is also a very effective medium for providing feedback to children about their progress.

Thus, marking has essentially two functions:-

- (i) to provide an assessment record, and
- (ii) to provide feedback to the child.

(Shirley Clarke 'Assessment in the Primary Classroom').

At Elliott Park School, we believe that feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs. Marking should be clearly linked to the Learning Intention. This will enable children to become reflective learners and help them to close the gap between current and desired performance.

We believe that marking and feedback should:

- give recognition and appropriate praise for achievement
- be seen by children as positive in improving their learning
- be manageable for teachers
- relate to the Learning Intention of the lesson, which should be shared with the children
- give children the opportunities to become aware of and to reflect on their own learning needs
- give clear strategies for improvement
- respond to individual learning needs
- inform future planning and target setting

2. How we mark work at Elliott Park School

2.1 Feedback

Feedback can occur in a number of different ways. It can be oral with an individual, group or whole class. It can also take the form of a written comment. We believe that comments on a child's work should be:-

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- (i) related to the planned learning intention,
- (ii) be clear in meaning,
- (iii) recognise children's achievements, and
- (iv) indicate the next steps for children's learning

When oral feedback only has been given, this may be annotated on the child's work, eg, 'marked with child'.

2.2 The learning intention:

In order for the learning intention to be tracked, it may be appropriate for it to appear somewhere on the written work of the child as a 'Learning Intention' or WALT. It might appear in a number of different ways. An adult could write it on the top of a worksheet. It could appear as the title for a piece of work, or in addition to the title for more able writers. It could also be referred to in a written comment by the teacher such as 'well done, you have set out a letter in the correct way', or 'I liked the way you have used adjectives to describe ...'. This strategy can be used with both older and younger children.

3. Marking work

At Elliott Park School we use marking so that the child knows where and how to improve the quality of their work. The focus of our marking will be on the Learning Intention and will highlight the child's success against that intention. It will also highlight one or more areas where the child can improve their work. Positive areas of success will outweigh ideas for improvement by roughly three to one. We will find time as soon as possible to discuss these with the children, particularly with younger children who are unable to read the comments made. We will also allow for the child to have time for necessary corrections where appropriate.

This form of marking will be developmental, based on the age and ability of the individual child and will therefore remain flexible. It is recognised that feedback with younger children will be given predominantly orally, however the use of colour coding can enable the children to identify successes within their work. The use of a tick for correct work is used throughout the school, with a dot (instead of a cross) next to incorrect answers encouraging children to think again. Some teachers have also developed a graded face scheme which indicates to the child how well they have achieved their objective for the session.

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4. Additional marking

There will be times when aspects such as spelling, punctuation and number and letter formation should also be marked where they are not the main focus of the lesson. If this is the case, marking of these should be kept to a minimum although pupils still need to know what the minimum required standard for work is and how they can make progress towards achieving this. This also reiterates the high expectations our teachers have all of the time.

5. Developing our practice

We have an ongoing dialogue with colleagues in school concerning the marking and feedback of work at the school and on occasion, share our feedback with staff from other schools. We monitor the effectiveness of our marking in terms of pupils' attainment and enjoyment and their understanding and engagement with this process.

It is crucial that the children are aware of their successes and relevant targets and are able to discuss these. As long as this aim is achieved, the methods used can be adapted to suit the needs and age of the children.

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Assessment Coordinator.

Parents will be issued with a hard copy of this policy on request.

This policy will also be made available to parents via the school website.

The Assessment Coordinator will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to mark children's work effectively.

Policy Adopted by Elliott Park School:

Policy written on: 13th September 2016

Policy Due for Review on: 13th September 2017