



## MARKING POLICY

### Introduction

The purpose of marking at Stanhope Barrington is to encourage children to succeed and to improve their work so that they can achieve the highest standards possible. It is also the means whereby teachers can monitor pupils progress and offer guidance in the form of either written or verbal feedback. At Stanhope Barrington it is recognised that the most effective marking is done in the presence of the child according to criteria that has been shared with the child prior to the assignment. Therefore, wherever possible, marking will be done in the presence of the child.

### Aims

- To provide a consistent system of marking throughout the school that is easy to administer and understood.
- To provide regular opportunities for oral/written feedback on a regular basis.
- To provide a focussed response to the learning objectives set.
- To provide opportunities for self-assessment and that of peers where appropriate.
- To ensure children understand and take pride in their successes.
- To provide children with guidance on how to take their learning forward.

### Guidelines

Teachers should share the criteria to be used for marking with the child prior to the assignment so that the child knows how to achieve success. It is therefore not necessary to correct every mistake as this may act as a disincentive to the child when approaching new work.

A balance should be sought based on criteria set. Cross can be seen as a negative so the letter 'C' should be used when work needs to be corrected. Similarly the letters 'sp' should be used to encourage rather than humiliate, where appropriate recommending strategies to foster improvement.

In order to ensure an easy to understand system for the children that is easy to administer for the teacher, the following system of letters should be used for general marking using a green pen.

**T.A.** – target achieved. On achieving the target the child should also be awarded a star to celebrate this success.

**W.T.T.** – working towards target. Indication of what the child needs to do next should be given as well as some indication as to what is good.

**T.N.U.** – target not understood. For these children it may be necessary to revisit the target or for some other teacher intervention, so this will need to be addressed in future planning.

**T.N.A.** – target not achieved. This should only be given where a child has not achieved the target set for him/her due to poor effort or behaviour. It should act as a signal to the child that this will need to make more effort or parents will be informed or extra work set.

Where marking has not taken place in the presence of the child time should be allowed for children to reflect on the marking and do corrections where appropriate. For example, children could be encouraged to redraft a small piece of their work or repeat an example at the end.

### **Self-marking / Peer-marking**

At Stanhope Barrington the value of a child's own assessment of his/her own work is recognised. Children will therefore be given regular opportunities to evaluate their own work for strengths as well as weaknesses so that they can begin to develop an awareness of the standards they should be aiming for and of the things they can do to help themselves. In addition, activities such as the use of writing partners will be used to provide children with an alternative audience for their work as well as an opportunity to share ideas to take work forward. When carrying out such activities it is important that children understand the need for positive as well as negative feedback.

### **Quality Marking**

Recent studies have shown that quality marking is closely linked to raising standards of achievement and is particularly effective with the poorer performers. At Stanhope Barrington teacher will therefore quality mark at least one piece of work in English and Maths per half term. This will involve a more in depth scrutiny of work and more in depth comments on the strengths of a piece of work with weaknesses being used as a focus for future targets. It is essential that time is provided for the child to read or listen to comments and reflect on them. Targets set should be realistic and achievable and used when tackling future work. Achievement for the target should be celebrated with the child so helping to raise self esteem.

Examples of quality marking:

- This is a lovely story. I like the way you have chosen exciting words for variety and interest. **Target** – try to use a wider choice of connectives in your sentences. Can you use – but, also, suddenly, because, while, after?
- Good observations. You have measured the temperatures carefully. **Target** – to use a graph to record your results.
- Good – you have written all the numbers to 5. **Target** – can you write the numbers to 10?

### **Monitoring and Review**

Monitoring will be carried out by the assessment co-ordinator through scrutiny of books on a termly basis. Any problems will then be discussed with the class teacher. Further advice can be sought from the assessment co-ordinator Mrs Brown or the Headteacher.

This policy will be reviewed yearly.