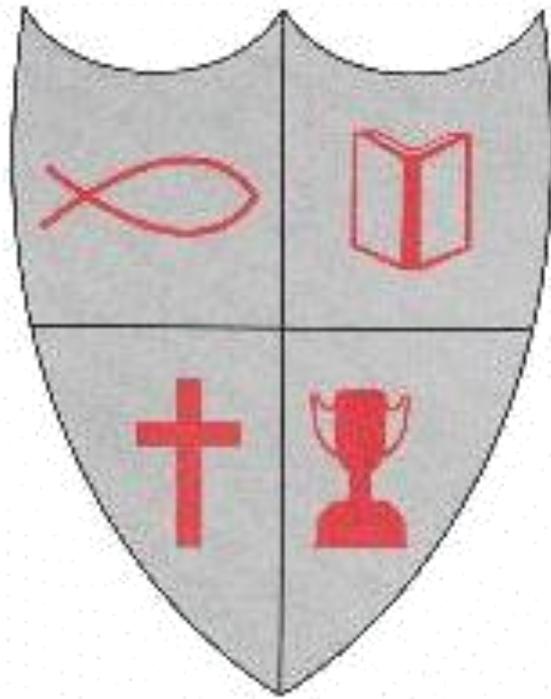


Aughnacloy Primary School



Marking Policy

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Policy Statement

In Aughnacloy Primary School we believe that each child is an individual with specific needs that we seek to meet appropriately through planning, assessment, monitoring, motivation and encouragement. We believe that marking should be positive, clear and appropriate in its purpose - it needs to offer positive benefits to staff children and the outcomes need to be fed back into planning.

The policy must be:

- ✓ Consistently applied by all staff
- ✓ Clear in its purpose to staff, pupils and parents
- ✓ Manageable
- ✓ Productive in its outcomes

Aims and Purposes

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.

- To promote pupils' confidence and self-esteem
- To help children improve their performance through constructive comments against assessment criteria
- To provide dialogue between teacher and children and give clear appropriate feedback about strengths and weaknesses in their work
- To use constructive comments to improve pupils' work
- To help children to reflect on their learning through self-assessment and self-evaluation
- To improve children's confidence in reviewing their own work and setting future targets
- To provide evidence of assessment
- To identify children who need additional support or more challenging work
- To encourage high standards of presentation

Article 29 (goals of education)

"Education must develop every child's personality, talents and abilities to the full..."

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:

- ❖ They are made aware of the learning intentions of tasks/lessons and of the criteria against which their work will be marked/assessed
- ❖ The learning needs of individual children are understood and work is matched and marked appropriately
- ❖ Their work is marked in a nurturing climate in such a way that achievement is acknowledged and teaching points are highlighted
- ❖ Where appropriate marking/feedback is linked directly to learning targets
- ❖ We believe that correcting has its place in marking but only when it contributes to an improvement in a pupil's work. Errors need to be pointed out if a pupil is to improve his/her work; which errors and how many depend on many factors.

The nature of feedback:

- ❖ Comments should refer to the learning intention of the task
- ❖ Comments may form the basis of a discussion between teacher and child e.g. reviewing targets set
- ❖ Comments may be written, formal or informal
- ❖ Comments may be given on a whole class, group or individual basis

At Aughnacloy 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.

Oral feedback

- ❖ It is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions
- ❖ It is interactive and developmental
- ❖ It may give reassurance or a quick check on progress
- ❖ The effect of the teacher comments will be seen in a child's response in moving on to the next learning step
- ❖ During practical activities (particularly in the Foundation Stage) oral feedback is given throughout the lesson
- ❖ Individual oral feedback may be indicated by the following symbols/comments:

A \longleftrightarrow C (2 way Adult/Child conversation), a stamper, "T" or a "please speak to me comment"

- ❖ Whole class, group or individual feedback will be part of a dynamic process either during the lesson or in the plenary session

Written feedback

- ❖ Should be done using pink or green pens (tickled pink/green for go) in line with Assessment For Learning (AFL) strategies
- ❖ Should be legible and clear in meaning
- ❖ Should be developmental, i.e. children will find out how their learning is progressing and what the next learning step will be
- ❖ In the Foundation Stage written feedback may be used as a means of communicating with parents
- ❖ Where written feedback is used, children are expected to read comments made on their work and act upon them. It is essential that time should be allocated for this
- ❖ Closed exercises can be marked by the child while the teacher goes through each question, allowing time for self-correction which enhances learning

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 think, pair share, for example, 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 learned and how they have learned it. Using strategies such as traffic lights, thumbs up or useful thinking prompts can encourage pupil self-evaluation.

Quality marking by teacher:

- ✓ Occasional pieces of work are marked more thoroughly focusing on pointing out success and improvement rather than marking every error
- ✓ The following methods are in place
 - Tickled pink
 - Two stars and a wish
 - Smiley Face symbol

- ✓ If a supply teacher has marked the work, the supply teacher must put their initials on the work

Marking will be monitored through random book scoops carried out by the Principal or Subject Co-ordinators.

Quality marking by children:

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 the criteria 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.

Children may indicate their level of confidence in a topic by using an appropriately coloured dot using a traffic light system.

March 2022