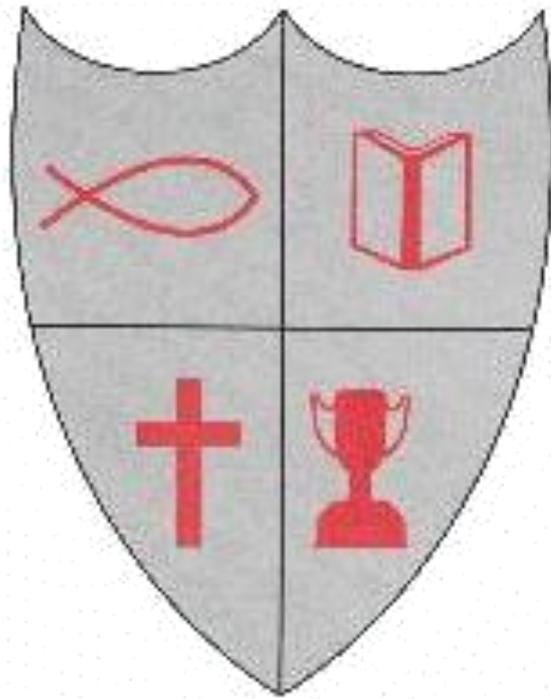


Aughnacloy Primary School



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

- 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

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 will be indicated by the following symbol:

A \longleftrightarrow C (2 way Adult/Child conversation)

- ❖ 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

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

Quality marking by children:

- ✓ Can be either be alone or in pairs, as response partners
- ✓ Children will gradually work towards identifying their successes and improvement needs, with control gradually handed over from teacher to child
- ✓ Traffic lights can be used as part of self-assessment