



Balksbury Federation Marking Policy

Introduction

Marking needs to be meaningful and used constructively to promote children learning, offering each child challenge and motivation. It is a valuable tool in the learning and assessment process. Marking needs to be used by teachers to diagnose strengths and development points in children's work, taking into account each child's abilities and potential. One of the main purposes of marking is to assess how far curriculum and individual goals, and/or objectives have been met. This is usually set against a criteria which should be made clear, to the child, class and/or group before the work is attempted. Marking may be verbal or a written comment or key stage symbols (as displayed in class) on the child's work. Work should be returned to each child as quickly as possible i.e. the next day and/or lesson with time given for reflection and review.

Aims

We mark for a number of reasons:

- To indicate if the child has understood the task and responded appropriately
- To provide positive feedback to children on their success
- To give guidance to enable children to improve their performance
- To indicate where the child is having success and difficulty
- To aid future lesson planning
- To inform children that their work is important and considered and therefore improve the children's motivation and self-esteem
- To provide children, parents, teachers and others with information for assessment, improvements, standardisation/moderation and future planning/developments

Effective Marking

We want our marking to have a beneficial effect on the behaviour, motivation, outlook and self-esteem of the children.

Therefore, effective marking should:

- Provide clear evidence of attainment and achievement
- Be meaningful and, where possible, lead the child to feel satisfaction and a sense of achievement
- Point out areas of development and strengths to the child and help them to negotiate further learning goals
- Take into consideration the child's potential, ability and age, a verbal comment is often more effective with the younger child
- Be worth the time and effort expended on it
- Motivate children, which is more likely to happen with children if it is done as soon as possible
- Be based on specified, explicit criteria

Setting Criteria

As part of the planning of a unit of work and individual lessons, the teacher should decide and make explicit the criteria for assessment.

- The criteria used when marking the work must be made clear before children begin work (this can be done orally)
- The specific criteria should be realistic and should depend upon the age and capability of children

- The teacher may also have implicit criteria, of which the children should be aware, e.g. work given may be expected to conform to an agreed presentation outcome, or to be correctly punctuated or spelled. This criteria should be within the child's capabilities
- Comments, either verbal or written, should refer to the criteria for that piece of work
- All activity sheets used throughout each school should have the learning objective written at the top

Marking Practices

- Marking should be carried out in blue pen
- Comments and symbols from the agreed marking code should be clear, legible and in appropriate language and script, so that the child can understand and react appropriately
- Similar types of mistakes or achievements, which conform to the criteria for marking the work and which the teacher has decided to draw to the attention of the child, should be marked in the same manner throughout each school. A marking symbol key is displayed in the classrooms
- For most pieces of work the learning objective (WALT – we are learning to) should be put at the beginning of the work
- Occasionally work will be marked with the child as they are working to allow discussion and encouragement
- Honesty cards may be used within different subjects to empower children within assessing their own work
- Teacher's initials at the end of a piece of work only acknowledge work has been seen
- FEET (Focused Effective Evaluation Time) marking will be indicated clearly and the corresponding criteria displayed on the working wall
- 10✓F (Ten Minute Flick) marking will be indicated clearly and the corresponding criteria displayed on the working wall
- Time should be given to children for reading comments on work and may be given for completion of corrections. Children will use a red pen to respond to the marking (colour chosen by the children)

For Children

- Children should understand that marking is a positive contribution to learning and not a punitive exercise
- To make marking more effective, children need to be encouraged to read any comments and respond to them
- Children should realise the importance of individual achievement and that oral or written comments are particular to them and that the teacher is always available for clarification
- Mathematical errors, including number reversal and calculations should normally be corrected by rewriting the calculation, not merely changing the answer (in red pen)
- Spelling corrections should be completed in red pen

Monitoring, Assessment and Evaluation

- Subject Leaders and others will, in the course of their monitoring, scrutinise children's work and the methods of marking and provide appropriate feedback

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