

# MEADFURLONG SCHOOL

## MARKING POLICY

Updated : February 2008

### INTRODUCTION AND AIMS

- To give feedback to the child in a constructive manner *in order that the child can move themselves on.*
- To help children make progress and develop and improve aspects of their work
- To give recognition and credit for achievement
- To encourage children to become responsible for their own learning and encourage self marking when appropriate.
- Use consistent codes throughout the school in our approach to marking children's work
- For marking to be accessible and meaningful for children and manageable for teachers

### PRINCIPLES FOR PRACTICE

- During the marking process both teacher and child should be clear about the learning intention and expectations of the task, differentiated appropriately for the child's level of ability
- Marking can and will be done at different stages in the process of a piece of work and will ideally be done with the child, but where this proves impractical, it should be done as soon as possible
- In marking a piece of work, a dialogue can be opened with the child that enables the teacher to assess understanding, performance and progress and thus be used diagnostically to inform future planning

### PRACTICAL ISSUES AND NOTATION

We have agreed as a staff that the same code for marking should be used throughout the school by both staff and pupils. Copies will be produced for display in each learning area and in Literacy books. Children will be familiar with the marking code and use it to support self assessment.

### All marking

- Teachers will mark in red
- Teachers and children should apply the school marking code to all pupil work
- In addition, a traffic light system, using coloured stickers/dots, will operate which indicates visually and simply the degree to which a child has achieved their learning intention for the task

<b>Green dot</b>	The child has showed understanding / achieved the learning intention set	You have shown good understanding / met requirements of task fully
<b>Yellow dot</b>	Some understanding is shown. Further practice / clarification / support is needed	You have shown some understanding / met some requirements of the task
<b>Red dot</b>	Understanding of learning intention has not been shown – 1-1 discussion required	You have not shown understanding of the task requirements

### Quality, 'close the gap' marking

Not all pieces of work will receive detailed, 'quality' or 'close the gap' marking but work resulting from an open or narrative task should attend to the following principles:

- All children should be encouraged to proof read and edit their own work before it is marked by the teacher. *Peer marking is also strongly encouraged.*
- Teachers written comments will reflect the learning intention of the task set and support 'close the gap' marking strategies to offer a suggestion for improvement. This applies to all subjects, however, in maths, close the gap marking may take the form of mathematical modelling
- We will *recognise 3 features of a child's work* which reflects the learning intention / understanding / task criteria and then identify an area for improvement *in order to further the children's learning.*

### Useful 'close the gap comments'

- A REMINDER prompt (eg 'What else could you say here?').
- A SCAFFOLDED prompt (eg 'What was the dog's tail doing? 'The dog was so angry he ....., describe the expression on the dog's face).
- An EXAMPLE prompt (eg Choose one of these or your own

## Use of pen / pencil

The presentation standard of work is important and to support progression and pride in presentation; the following practice has been agreed for use in all subjects:

### Years 3

All children will use pencil. Peer marking and editing may be done using coloured gel pens

### Year 4

Children will continue to use pencil. Children showing care and a consistent proficiency with handwriting may, at the teacher's discretion, be moved on to using either blue or black roller ball or fibre tip pens. Teachers will have a set of pens for this purpose. Coloured gel pens can be used by children for editing.

### Year 5

Children will continue to be moved on to pen (roller ball or fibre tip – blue / black) when the teacher determines that individual children are ready. Coloured gel pens can be used by children for editing.

All children in Year 5 should be using pen by the summer term in Year 5.

### Year 6

All children will use pen for writing (roller ball or fibre tip – blue / black). Coloured gel pens can be used by children for editing. Children who are particularly proficient with a consistent neat, joined script may be encouraged to use ink/ fountain pens at the teacher's discretion. *No Biro's.*

All drawings / diagrams should be done in pencil.

*Pencil erasers will only be made available when absolutely necessary to the task. This may include during final draft stages of writing.*

**No tippex or ink eraser / corrector of any kind is permitted for children to use.**

## OTHER SUBJECTS

- The principles behind the above marking policy apply to all subjects
- Teachers may choose to recognise good work through the awarding of merit marks and/or a graded system of comments.

Please refer to common school list in order to use the correct colour and type of book for each curriculum area.

## Our Marking Code

- ✓✓ - This is a good phrase / idea / word - well done!
- S - Spelling error
- P - Punctuation error
- BW - Can you think of a better word or phrase?
- ? - Does the sentence make sense?
- ^ - Something is missing here
- // - Paragraphing
- T - Tense error
- SC - Could you construct this sentence more effectively?