

St Athan Primary School

Marking Policy

Vision:

Through a broad, balanced and differentiated curriculum we want the children to achieve the highest standards of which they are capable. We want to encourage the children to have high expectations in their learning.

Rationale

Marking covers a broad spectrum of responses to pupil's practical and recorded work and operates on different levels. It can be verbal, written or part verbal and part written.

Aims

- · To provide a consistent and whole school approach to responding to children's work
- · To help children become better learners by providing feedback that encourages and motivates them
- · Act as a main vehicle for communicating assessment
- · To feed into future teaching and learning.
- · To encourage and provide strategies for self assessment

Ways of responding to children's work

- · Mark with the child present and give oral feedback
- · Share work with the class
- · Share work with parent or carer
- · Display work
- · Show work in special mention or class assemblies
- · Photograph work
- · Mark with child absent and give written/verbal feedback
- · Give children targets to work on
- · Strategies to encourage children to self edit

Guidelines for effective marking

Marking will be an effective tool if:

- · Learning objectives and outcomes are clear and skill based.
- · Pupils are aware of learning intentions, and understand what is required of them to be successful
- · Pupils' work is marked against these clear, planned learning intentions, eg if the focus was punctuation, spelling should not be the main comment on this occasion
- · Modeled examples of work are shown to demonstrate how marking can be used to help improve work
- Two stars and a wish strategy - Specific points of success and for development are identified in pupils' work and targeted in future planning
- (Core subjects should be marked in this way twice weekly and foundation subjects where appropriate)
- Pupils are encouraged to self and peer assess pieces of work using the two stars and a wish strategy
- · Teachers check that pupils have understood their feedback
- · The language used in the marking process is clear and consistent
- · Giving our children time to read and assimilate feedback
- Encourage older pupils to respond appropriately to marking comments and build up a dialogue between the teacher and pupil

Monitoring and evaluation of marking in school

- · Year Group meetings will look at samples of work together to discuss marking strategies and monitor the consistency of the marking policy

Date: September 2011

Review: October 2012

Review: February 2013