



Summerseat Methodist Primary School

Marking Policy

This policy was adopted by the Full Governing Body on October 30th 2012.

Introduction

Marking is an important aspect of communication between the teacher and the child with the aim of moving the child's learning forward. High quality marking is underpinned by clear success criteria which are shared with the children. We always aim to be positive in our approach to the children's work, taking opportunities to raise their self-esteem. We celebrate what the child has achieved and point out what they need to do next to take their learning forward.

Aims and purposes

- Marking indicates teacher satisfaction and expectations (positive reinforcement).
- Marking indicates if the success criteria and learning outcomes for the lesson have been met and how the child can improve performance.
- It is a method of correcting errors and clearing up misunderstandings
- It will inform planning
- Marking is an effective way of keeping the child focused on agreed targets .
- Marking encourages self-assessment and self-correction.
- Marking demonstrates the value and respect due to children's efforts and learning.
- High quality marking and feedback reflects the importance of every piece of child's work and builds children's self respect for their work and learning.
- Marking provides an indication to parents about their child's progress.
- We aim to recognise the importance of giving feedback in **raising** all pupils levels of achievement and the quality of their work

The Marking Process

- To be effective, time has to be allocated to marking. Teachers must take this into account when planning a day's or week's lessons as a way of protecting their work-life balance. Not all learning has to be recorded in the children's books, but teacher's must indicate in children's books what learning has taken place and how.
- The most effective marking is done in the lesson with the child - but this is not always practical.
- Children should always have time to respond to the teacher's marking. Evidence of this should be seen in the children's books. Written dialogue between teacher & pupil is encouraged.
- There are times when instant feedback is important and it is acceptable for children to mark their own or each other's work. This clarifies pupils learning.
- Sometimes marking will take the form of a discussion with the child - work will be stamped with "verbal feedback given".
- There will be a balance of marking methods in each book.
- All written comments will use the school script and reflect the standard of presentation we expect from the children.

Success Criteria

- Effective marking is underpinned by clear success criteria.
- These are set at the beginning of a piece of written work, discussed with children and displayed whilst they are working.
- These may be different for different groups within the class.
- We use the WILF (What I'm Looking For) character to share the criteria with the children.
- We mark against these criteria.

Marking System

We have adopted the “Tickled Pink” marking system.

“Tickled Pink”

- A red (or pink) pen is used to indicate where children have achieved the success criteria.
- Correct answers e.g. in maths, are ticked in red (or pink).
- Specific, written comments, celebrating how well the children have achieved the success criteria are included on a regular basis.
- We do not use “empty” praise comments such as “well done” or “good” without reference to the WILF
e.g. Well done for including similes in your writing.
This is good maths work using the grid method.
- In literacy we highlight in pink where children have achieved the success criteria so that it can be immediately recognisable by the pupils.

“Green for Growth”

- A green pen is used to indicate where children can improve their work.
- The teacher indicates (in green) if corrections are needed.
- Worked examples (written in green) may be needed to clarify misconceptions.
- Targets for the next piece of work should be written in green.
- A green highlighter pen can indicate where and how progress can be made

N.B. This policy applies to the marking of work completed in school and to homework.

Monitoring and Review

The application and effectiveness of this policy will be monitored through regular book scrutiny by the head teacher and relevant lead teachers.

The policy will be reviewed on an annual basis in September by staff and on a three yearly basis by the Governing Body.