



Marking Policy

Policy Review dates:

Review Date	Changes made	By whom	Date Shared with staff
09/09			

This policy statement is not to be read in isolation, but in conjunction with all other school policies.

At The Priors School, we believe that marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Purpose

The purposes of our marking policy are:

- to assist learning
- to provide information for assessment and inform planning
- to encourage, motivate, support and promote positive attitudes
- to promote higher standards
- to correct errors and clear up misunderstandings

- to recognise achievement, presentation and effort
- to provide constructive feedback
- to show pupils that we value their work
- To allow pupils to reflect on their past performances and to set new targets together with the teacher.

Key Principles:

At The Priors School marking should:

- be obvious on every piece of work
- be constructive
- be related to needs, attainment and ability
- be related to specific learning objectives and curricular targets which the pupil should know in advance
- where possible, be accompanied by verbal comments
- follow consistent practice throughout the school

- ensure that pupils know how well they are doing and what they need to improve to make further progress
- provide pupils with opportunities to assess their own work and that of others

- **Link with merit system within each class.**

Professional Judgment

Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers must use their professional judgment when deciding how many corrections to mark.

Colours of ink to be used in marking

All children at The Priors School should write in pencil or black pen. All marking will be carried out in a contrasting pen. Care should be taken to recognize those children with special needs where alternative grading may be required. For children with dyslexia over correcting can be damaging- ensure models of correct spellings are written out to support knowledge of spelling strategies (use of pencil to help support corrections would be appropriate in such cases. Daily use of word logs to record spellings and dictionaries to develop spelling strategies should be encouraged.

Children in Key stage 2 (years 4, 5, 6) should be encouraged to use a pencil to edit their own work.

Success Criteria

We know our policy is working if:

- there is evidence that work is being marked regularly
- marking informs future planning
- pupils acknowledge targets or 'next steps' and work towards achieving them

Monitoring

We will ensure that these guidelines are being used consistently throughout the school by sampling marked work. This will be carried out by all subject coordinators and Head teacher when carrying out monitoring activities. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff.

This policy will be reviewed in line with the school development plan.

Date: September 2007

Review Date: September 2009