



BISHOP CORNISH SCHOOL



MARKING POLICY

Rationale

- 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.
- Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.
- We use our judgement as professionals in a constructive way when working with young learners to take them forward. A great deal of verbal praise is given and we believe that the most effective way of marking for all pupils is through dialogue.

Aims

- To assist learning
- To provide information for assessment
- To encourage, motivate, support and promote positive attitudes
- To inform planning
- 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.

Objectives

At Bishop Cornish marking:

- Is constructive.
- Is related to needs, attainment and ability.
- Is related to specific targets and learning objectives which are shared and made clear to the pupils in advance.
- Follows consistent practice throughout the school.
- Ensures that pupils know how well they are doing and what they need to improve to make further progress.
- Provides pupils with opportunities to assess their own work and that of others.
- Is positive and constructive with appropriate praise given.
- Sets targets for children to ensure pupil motivation and involvement in progress.
- Encourages a dialogue between teacher and child.

Teaching and Learning

- This policy reflects and reinforces the aims that marking will assist learning by motivating, highlighting and target setting, thus reinforcing what the children have learnt and identifying the next steps.

Broad guidelines

- Depending on the task, some work will not always be marked in detail, but it will be checked. This simply indicates that work has been seen by the teacher.
- There may be times when it is appropriate for a T.A. to annotate work. When this happens the work will be annotated with **T.A.**
- Work is marked as soon as possible after the lesson, i.e. same day or next day.
- Green pen is used, and care is always taken to preserve the integrity of pupils' work.
- Marking includes verbal and written feedback. It is acknowledged that verbal feedback is the most effective and provides pupils with an immediate opportunity to respond to comments. When verbal feedback is given the work will be annotated with a **VF.**
- The date and title will always be used and the learning objective included in the heading (recorded by the children where possible and appropriate.)
- Marking can sometimes be done in the classroom with the child or a group.
- Talking partners - children are encouraged to evaluate their own and other's achievements against the learning objective, in verbal and sometimes written form.
- Self marking – this includes 'smiley faces' and the 'traffic light' system.

- Responding to teachers' comments is a skill and children will be taught how to reflect on these and respond to them.
- Specific time will be given for children to respond to comments and reflect on feedback. This will be planned by the teacher on a weekly basis and will reflect the planned activities and assessments for the week. Children are expected to use this time appropriately.
- Regular book scrutinies in all subjects will ascertain the quality of marking, the accuracy of feedback and how this impacts on pupils' understanding of the next steps in their learning.
- Book scrutinies will be carried out by the SLT and subject coordinators based on the School Development Plan but for Literacy and Numeracy they will be carried out half termly. Feedback for teaching staff will be provided.

Planning and Assessment

- Marking informs planning and provides information for assessment.
- Corrections support the child's learning and we remember 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 use their professional judgment when deciding how many corrections to mark.
- Teachers may plan to mark groups of work, so that they can focus on developing particular objectives with targeted groups.
- Marking is for the direct benefit and improvement of the children's work.
- Marking is therefore undertaken by the teacher to inform the child of the progress they are making and targets they need to work towards.

Agreed Code

- Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful.
- The following agreed code will be displayed in every Key Stage 2 classroom so that all children are aware of the meaning of the various markings.
- Key Stage 1 teachers will use the code as an aide memoire as appropriate to the age of the child.
- Comments are written whenever possible, giving targets for future work.

SP	Spelling error
T	Incorrect tense
^	Omission
//	Start new paragraph
X	Incorrect (if a whole page is wrong e.g. maths, then the teacher would stop marking and speak to the child) Can you improve this word?
P	Punctuation error

✓	Correct
?	This doesn't make sense
-	Teacher or child rules a line through a word if it is a mistake
.	Missed full stop
CTG	Close the Gap

The use of 2 stars and a wish will be used for feedback in weekly Big Writing.

Close the Gap (CTG) Marking provides children with detailed feedback on specific areas of learning which need improvement.

- **Time must be given to pupils to reflect upon marking to ensure that they benefit from it.** They are also given the opportunity to discuss their work with the teacher and may wish to respond to a written comment.
- Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children about their progress.

Rewards

In accordance with our Behaviour Policy teachers establish their own reward systems, appropriate to the age and needs of the children in their class. These may be in the form of stamps, stickers and certificates. Smiley faces, team points, etc. may also be used by individual teachers.

This policy will be reviewed annually by the Literacy and numeracy co-ordinators.

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