

Parkside GGI Academy
Marking Policy.
September 2018

Introduction

We are committed to a positive approach to marking children's work at Parkside, where children's achievements are praised and valued. The marking of children's work offers the opportunity to celebrate achievement, identify areas for development and learning and set future targets. We feel it is important that our methods are accessible to children and they are also involved in the process.

Marking and feedback can be verbal, written and part verbal /part written. Learning is most successful when teacher and pupils are clear about the objectives of a particular piece of work and marking can then advise the pupil how well they have done and what they need to improve on. Marking involves ongoing assessment, feedback to learners and record keeping for teachers.

All teaching staff have been involved in the development of this marking policy and non-teaching staff have been consulted and advised about its content. As a result of this policy there will be greater consistency in the way that children's work is marked and the involvement of children in the marking and assessment process across the school

Purpose of Marking:

It is vital that teachers, Teaching assistants, parents and children should understand the purpose of marking.

Marking should:

- Help pupils to become better learners by providing them with feedback, giving a clear picture about what they have done well and what they need to develop.
- Act as a check to keep track of work and see if pupils have improved on their former work.
- Raise attainment in school, as pupils become better learners.
- Help schools to be accountable to pupils, parents, external agencies and the wider community.
- Feed into learning and teaching.

The best practice in marking will be closely linked to clear objectives. However teachers should look out for opportunities to recognise and celebrate unexpected learning.

How we mark children's work:

The following agreed procedures for marking children's work will be implemented by all staff:

- The marking of children's work can be verbal or written.
- Children's work should be marked as soon as possible after completion and, whenever possible, with the child/ children.

- Marking should be done in green pen and staff must present their comments neatly, concisely and clearly following our agreed handwriting policy.
- Children should be involved, wherever possible, in developing the success criteria for a piece of work.



- In literacy work is marked against the success criteria with 2 areas of strength highlighted by a star (Two stars) and an area for improvement highlighted by a magic wand (a wish). A comment should be made which indicates how the work could be strengthened. This is so that the child understands to what degree he or she has been successful and then, importantly, how the work can be improved next time. We will use purple and yellow highlighters to link the stars and green highlighter to link the wish to the child's work.
- In numeracy we will use a tick if the answer is correct and a dot if it is incorrect and needs another go
- In Foundation Subjects we use colour coding blue for emerging, orange for expected and pink for exceeding in work books. A coloured dot is placed to the left of the title of the piece of work,
- Children require time to act upon these comments or to make their own improvements.
- In other subject areas comments should be made in relation to identified learning objectives.
- Children should be empowered to mark and improve their own work and that of a close partner through extensive modelling, discussion and comparison of quality.
- The use of personal and layered targets will provide opportunity for children to be involved in the marking process and to be able to identify their own route to improving their work.
- The use of smiley faces, stamps and other rewards should be at the teacher's discretion.
- Positive public feedback to children concerning work which is of relative high achievement will be given in the class and may also occur in Friday's Celebration Assembly, and work of the month assemblies. Children may also show their work to the Headteacher or another teacher in order to acknowledge special effort.

We ensure that our marking policy is implemented fairly and effectively regardless of gender, ethnicity and Special Educational Needs.

Monitoring and review:

The senior leadership team and subject leaders will be responsible for monitoring the implementation of this policy through book sampling and pupil interviews. The desired outcomes of this policy are improvement in children's learning and the raising of standards across the curriculum.

This policy will be reviewed: September 2019

Agreed by Staff:

Date 6th September 2018

Signed:  (Headteacher)

Agreed by governing body:

Date _____

Signed : _____(Chair of Governors)