SCHOLARS
INDIAN SCHOOL

MARKING POLICY

Definition

Marking is an essential part of the teaching and learning process and lies at the heart of assessment, recording and reporting. The aim of this policy is to ensure consistency and continuity throughout the school in a way that raises standards without restricting individual creativity.

Principles

At Scholars Indian Private School we recognise that marking is an integral part of the learning and assessment cycle; that continuity of approach throughout the school and the ensuing dialogue between pupil and teacher fosters greater progression. We recognise the profound influence teacher, self and peer assessment has on the motivation and self esteem of pupils, both of which are crucial influences on learning.

Aims

- To show children's work is valued by the teacher.
- To support children through correction, without loss of self esteem.
- To encourage children to reflect on their work; to look for good points and for areas of improvement.
- To ensure that there is an opportunity for a shared and supportive experience between the teacher and the child.
- To ensure opportunities for self and paired marking and appraisal in response to the use of success criteria.

To develop

- Accuracy
- Clarity of thought and expression
- Depth of understanding
- The ability to keep on task
- Organisational skills
- Neatness, legibility and other presentation skills
- The ability to check, redraft and improve their own work

Marking needs to offer positive benefits to children; pride in their achievements and with it increase the confidence and motivation.

Practice

The teacher should acknowledge all work. Oral and written marking are equally valuable practices depending upon the circumstances of their use.

Oral feedback is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions. The quality of thinking can be higher if it is oral. Where appropriate, and whenever possible, work should be discussed and marked in the presence of the child.
In Primary classes the teacher should provide opportunities for pupils to collaboratively set marking criteria prior to a task. Marking criteria (learning objectives) should be made clear to the pupils before the work commences. Criteria should be achievable. Marking should inform the target setting process: any criteria not reached would become future targets. The targets need to be identified and noted by the teacher at the end of the work
Marking should be selective, both in terms of what needs highlighting for individuals and what is appropriate for them, acknowledging personal achievement and effort.

Feedback should be constructive, containing helpful or encouraging comments as appropriate. Feedback should relate to set learning criteria or school expectations for handwriting, spelling, punctuation and syntax.

Written comments should be in the appropriate language, legible and be placed where they can clearly be seen.

Pupils should be given time to respond to oral and written comments. The teacher should ensure that these have been addressed before new work is begun. Time for corrections and improvements should therefore be recognised in lesson planning. Pupils are encouraged to enter into a written dialogue regarding feedback.

Marking of work should be done in **RED.**

Peer marking should be a regular activity with the children using to involve them in their own marking and that of their peers.

The use of house points, stamps, smiling faces and stickers are used as effective tools in the marking process.

Work that is being marked for assessment purposes may be marked differently from normal class work. Assessments may be to establish levels of understanding following a unit of study, to monitor pupil progress or for diagnostic purposes.

We know our policy is working if:-

There is evidence that the children's work is regularly reviewed.

Teachers respond frequently and appropriately to children's work.

Comments in books fulfil statements in marking policy.

After marking teachers use outcomes to inform future planning.

Early years children realise teachers are evaluating their work.

Pupils acknowledge targets set for them and work towards achieving them.

Pupils read teachers' marking and act upon it and respond to it.

Feedback and review of policy is monitored.

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