



# TAVERHAM HALL

## Preparatory School

### **Marking Policy**

#### **Introduction**

Marking of children's work is a fundamental part of the process of teaching and learning and it is an important part of the assessment process. Marking demonstrates a respect for the work produced, gives meaningful feedback and indicates the ways in which the individual child can improve. Marking will also encourage the child to look at mistakes in a positive manner and help to develop a positive approach to self-assessment.

#### **Aims and purposes**

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

#### **Key principles.**

Marking and feedback should:

- ❑ be manageable for teachers and accessible to children
- ❑ be an effective way of keeping the child focused on agreed targets and encourage self-assessment and self-correction.
- ❑ relate to the learning objective(s) / curricular layered targets and comment on previous attainment
- ❑ indicate strengths and weaknesses in the form of "two stars and a wish"
  - 1) give recognition and praise for achievement
  - 2) give clear strategies for improvement

- ❑ allow specific time for children to read, reflect and respond to marking
- ❑ inform future planning and target setting
- ❑ be seen by children as a positive approach to improving their learning and as a factor contributing to raising self-confidence and self-esteem (mistakes are fully part of the learning process)
- ❑ provide an indication to parents about their child's progress

## **Implementation**

Pupils' work needs to be marked in a colour that can be clearly seen.

Marking should include detailed comments, not just ticks.

All work should be checked by the teacher.

All marking must be prompt and kept up-to-date.

Pupils must understand assessment criteria and the need to work within them.

Any work done independently by the pupil should be marked as soon as possible using "two stars and a wish": two comments reflecting relative success in achieving the desired learning outcomes and one clear target for improvement. Marked work should be handed back quickly to encourage discussion and focus on targets, which should be SMART (specific, measurable, achievable, realistic and time-specific).

For marking to be effective it must be more than just correction. Children must be trained to see the teachers' comments as the most important element of assessment. Marking should be done with the children if possible. Use of questions on the pupils' work, requiring them to think about their response should be encouraged. Numerical marks become obsolete in most instances.

Half termly core modular assessments will be marked according to 2 stars and a wish but a numerical mark (often a %) will also be recorded to enable performance comparisons within subjects / year groups.

Written comments are needed, even where verbal comments are made on returning work, and must be followed up on.

Errors of spelling, punctuation and grammar should be corrected. Up to 5 spelling errors per piece of work should be identified: corrections using 'Look, Cover, Write, Check,' should be made and checked. However, ALL technical and subject-specific mistakes must be corrected. Common sense should prevail! Children should be given time to read the feedback given in exercise-books and respond to it when applicable. Spelling mistakes MUST be corrected and copied x3 for common words and x1 for others under the teacher's comments.

