

Laleham Gap School – Marking Policy – Primary

Kent County Council

Education Learning and Skills Directorate



Date: May 2016

Next Review: May 2019

Owner: Deputy Head Teacher

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1. Security Protective Marking

Not Protective Marked

2. Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at Laleham Gap School (Primary Department).

3. Rationale

Laleham Gap School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

At Laleham Gap School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression

4. Principles of Effective Marking

4.1 Effective marking should:

- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Be written in handwriting that is legible and a model for the child
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give recognition and appropriate praise for achievement

- Give clear strategies for improvement
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Be consistently followed by teachers and TAs across the school

4.2 PROCEDURES

- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective and success criteria. Refer to these when giving written and verbal feedback.
- Link marking to targets.
- Acknowledge verbal comments and praise with the appropriate symbol from the code.
- Give positive public feedback for high achievement, as an illustration of completion of the learning objective and success criteria.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.
- Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.
- Not all pieces of work need an improvement comment.

4.3 QUALITY FEEDBACK COMMENTS

Personalised Quality Feedback Comments should be used frequently in all subject areas to extend learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria.

Good examples of work are highlighted in green and areas for development are highlighted in pink, with a corresponding written prompt. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Useful "Closing the Gap" comments are:

- A reminder prompt – e.g. "What else could you say here?"
- A scaffolded prompt- e.g. "What was the dog's tail doing?", "The dog was angry so he...", "Describe the expression on the dog's face".
- An example prompt – e.g. "Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn't believe his eyes"

Time is then given for the child to respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further.

The pupil should initial the comment to show that they have read it.

4.4 PEER AND SELF-MARKING

Peer marking should be used across the Primary Department, especially in the higher years. All pupils should be able to assess the work against the Learning Objective and Success Criteria. Older pupils are encouraged to read their response partner's work carefully and choose two good things and one for improvement.

Pupils are encouraged to assess their own work against the Learning Objective and indicate how they felt about it.

4.5 MARKING SYMBOLS

Triangles will be used to denote success against the Learning Objective.

Speech bubbles used to show that the child has had verbal feedback about a specific area.

I Independent work

G Group work

Sp Spelling

P Punctuation error