



### **Junior Department Marking & Rewards Policy**

The marking policy of children's work is a vital part of the assessment process. It is important that the marking process is seen as a motivator to children. The marking of work is often the clearest indicator of the school's attitude towards its pupils.

There needs to be consensus throughout the school as to the purpose of marking. Although it is impossible to mark every piece of work in great detail, there is a need for a clear marking policy that suggests criteria for marking different types of work.

It is important that constructive written comments are adopted, where appropriate, rather than simple ticks and overall scores. Any such assessment needs to be discussed with pupils as soon as possible after marking.

### **Principles**

1. Marking of children's work can have different purposes and different roles at different times. It can involve both written and verbal feedback. Sometimes the written feedback can have a *www/ebi* for the child to reach in future pieces of work.
2. Whenever appropriate/possible, teachers should provide verbal feedback to the pupils.
3. The marking of work should be regular and frequent.
4. Marking should not confuse attainment with achievement. The emphasis in marking should be on the child's achievement for that child.
5. Teachers should look for opportunities for positive feedback to children, concerning work that demonstrates a high level of achievement for that child.
6. Marking procedures and standards should be applied consistently throughout the school.
7. Marking for content will be indicated using the terminology (Exceeding, Expected, Emerging). Presentation is given an A, B, C or D grade and effort is marked from 1 to 4.
8. Marking should be used to inform teachers' judgements concerning a pupil's progress and to inform teacher records and reports.
9. During the academic year the subject of English and others will receive a deep mark three times a year each, which will aid the children in their independent learning and goals to reach, here the content will be marked (out of 20) and this will be recorded on assessment records.
10. To enhance the standard of marking throughout the year and help with the teachers' judgement, testing is ongoing throughout the year.

## Questioning and Verbal Feedback in the Classroom

There is an expectation that each teacher in the classroom will:

### Before the Lesson

- Plan key questions that will assess pupils' understanding throughout the lesson.
- Plan key questions that will provide challenge and encourage independent learning.
- Incorporate different questioning methods into lessons including a 'no hands up' approach to involve a greater number of pupils in class discussions.

### Questioning During the Lesson

- Build in 'wait' time to encourage pupils to think about their responses before answering.
- Analyse and build upon pupils' responses to find out what pupils know, understand and can do.
- Anticipate when they need to intervene to impact the quality of learning.
- Encourage pupils to ask questions to access their understanding of how to make progress and build on the responses of others.
- Show that every pupils' contributions are valued using praise and encouragement.

### After the Lesson

- Reflect upon responses to questions to find out what pupils' misconceptions are in order to target teaching more effectively.

### Peer and Self-Assessment

- There is an expectation that will allow pupils to engage with their own learning, actively assess their understanding and formulate their own targets for improvement by using a variety of different peer and self-assessment techniques in the classroom.
- Ensure that pupils understand why they are using peer and self-assessment techniques in the classroom.
- Teach pupils how to use peer and self-assessment strategies so that they are actively involved with and take responsibility for their own learning and progress.
- Share success criteria with pupils by using pupil friendly language or grade criteria as part of the peer and self-assessment process.



## Guidelines

The following procedures for correcting children's work should be implemented by all staff:

- Work should be corrected as soon as possible after completion.
- Work should be annotated, where appropriate, according to the curriculum focus. The annotation should consist of a brief, written comment which should be informative.
- Work that is correct should be marked with a tick and a positive relevant comment about the work, when appropriate. Teachers may use their discretion as to when to use rewards (smiley face chart), but the piece of work must be graded using the terminology exceeding, expected or emerging.
- When correcting any work, incorrect answers/work should be indicated in the appropriate manner.
- If the child realises they have made a mistake whilst working, they are to put brackets around the word or sum and mark with an X above. Unless they have the use of an eraser.
- When marked work is returned to the children there should be some form of positive feedback, either to the individual or to the class.
- Staff are to use the www/ebi comments to enhance the feedback to children and challenge them to reflect on their work and how improvements can be made.
- To support Literacy at Argyle House School in the marking of spelling, punctuation and grammar the following Marking Code should be used by all teaching staff:

1. // A new paragraph should start here
2. ^ A word/words have been left out
3. P Punctuation mistake
4. Sp Spelling mistake
5. Gr Grammatical mistake

## **Mathematics**

- Work is marked using a simple tick or cross;
- All errors are to be corrected by the child at the end of the piece of work, which contains the mistakes. The child will annotate the corrections by using the title: Corrections;
- Teachers may wish to show the children where they went wrong on the original work by indicating the exact point of error with a circle or showing them how the error occurred.



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### English

- If the pupil has spelt a word incorrectly and it is one which they should know, or have copied from the board, then underline the word. The children will then be expected to find the correct spelling themselves and write the word three times at the bottom of the piece of work.
- Use of the Literacy marking code should be observed in all English work.

**Teachers must use professional judgements in all of the above.**

