Primary
Marking Policy

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Introduction

At Gulf English School the Marking policy is part of a set of policies on assessment and reporting. Marking is an important part of the assessment process and reflects the aims of the school, which seek to encourage the highest possible standards for each child. The marking policy aims to encourage a positive self-image for pupils and increase pupil independence in learning. The marking policy takes into account the school's policy on equal opportunities.

Background Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising attainment. In a recent study about marking, students highlighted a number of points they like:

- to see that their work is considered carefully
- to know that their effort is acknowledged
- to know clearly what they do well, where they go wrong, and, specifically, how they can improve
- detailed comments but not too much writing
- honest comments
- stickers and stamps (even for older children)
- time to read what a teacher has written and to ask questions
- grades and levels for work based on clear success criteria
- seeing examples of good work from other students.

The way that work is marked can make or break the essential dialogue between teacher and learner: this is the dialogue which enables a student to know how well they are working, what their strengths are and what to do next to improve. Marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria. Marking should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across each stage within our school, that informs and influences our planning and in turn enhances children's learning.

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Effective marking should:

- Identify achievements and the next steps in their learning
- Relate to learning objectives and success criteria for each lesson
- Give children specific praise for the success of their work, showing it is valued
- Give children clear strategies on how they can improve their work
- Be read by pupils and time should be given for them to improve their work
- Be manageable for the teaching team.
- Help teachers evaluate teaching and inform future planning and next steps in learning • Show consistent codes and procedures throughout the school
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their children's work.

Monitoring

Marking should be regularly scrutinised and books should be seen as part of both lesson observations, online drop-ins and learning walks by the SLT. All leaders should moderate work and sample marking.

What does GES marking look like

Every piece of work, requiring marking, will be marked within three working days. This will involve:

- Reading the entire piece of work
- Assessing the work against the learning objective and the success criteria
- Making positive comments about 'what went well' (www)
- Finding between 1-2 areas for improvement and provide a next step
- Work will be submitted within 3 days after deadline and will be returned 3 days after submission
- Work will be marked down for late submission and will be reflected in school reports

Children's response to the comments

- Children should be given time, at the start of the day/ or in a discrete time set, to read and respond to the feedback the teacher has provided.
- Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- Children should be expected to respond to the feedback, either by correcting mistakes or by writing a reply.

Self/peer evaluation

- All children should be reminded to self-evaluate against success criteria
- Older children should be encouraged to identify their own successes, look for improvement points and comment on these either verbally or a written method. Younger children should use smiley faces as an alternative method
- A plenary should then focus on this process as a way of analysing and learning. This process should also highlight specific children who need targeting with certain intervention through either a focus group or individual attention
- Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement. Again this process needs guidance from the teacher –so verbal comments from peers are useful and helpful
- Assessment marking should take place a short time after completing a unit of work depending on the subject, an assessed piece of work should be undertaken and marked against a checklist (success criteria) of criteria that should be stuck in the assessment folder or books. Areas for development should then become the targets for the next term and should be fed back to parents at consultation meetings as areas for development.

Improvement prompts

- Reminder prompt: linked to success criteria and L.O. e.g, Say more about...... Explain this....
- Scaffolded prompt: A sentence given by the teacher with missing words or an open ended question e.g, Could you try and make the ending more interesting? Describe the…
- Example prompt: giving two or more alternatives or asking the child for an idea of their own.

Basic marking

The learning objective and date will be visible at the top of all pieces of work. Basic marking would include one or some of the following:

- Verbal comments during the lesson and after lesson
- Assessing against the LO
- Use the codes below to mark within work
- Comments should be used as appropriate, especially after longer pieces of writing or if there is a particular 'www' or 'next step'

Correction codes	
CL	Capital letter needed
FS	Full stop needed
P	Punctuation (incorrect or missing)
SP	Spelling error (Correct spelling could be given or if they should know it encourages dictionary use. Spelling should be copied 3 times below work)
?	Something doesn't make sense, read the work carefully to check for mistakes
●	Think again
P	Correct

Feedback codes	
VF	Verbal Feedback
HP	Housepoint (Dojo point to begin with)
WWW	What Went Well
NS	Next Step
S	Support given