

BELLAGHY PRIMARY SCHOOL

MARKING POLICY

SCHOOL ETHOS AND MISSION STATEMENT

Bellaghy Primary School strives to provide, in partnership with parents, a broad quality education so that all the pupils can reach their full potential within a caring, secure environment promoting self-discipline, motivation and individuality.

RATIONALE

The principle of marking pupils' work is to improve upon the present standard. All work should be acknowledged in some way by the teacher and we recognise that when work is not marked there is invariably a decline in standards.

I Individualised Marking

The most effective way of helping each pupil is to discuss his/her work with him/her individually.

- This shows a personal interest in the child's work.
- It encourages an atmosphere of mutual trust and respect.
- Points of correction have a better chance of being understood.

II Selective Marking

Selective marking i.e. the marking of specific faults in written work is sometimes a suitable option because:

- Pupils, particularly those of low ability, may find too many corrections confusing
- The cumulative effect of too much marking can be demoralising
- The teacher may want to focus attention on one particular aspect of learning resulting from a lesson or series of lessons. Eg the marking may be directly related to the learning intention of that lesson.

III Comments

We recognise the value of teacher comments on pupils' work.

- Comments must be personally meaningful.
- Comments must always have some positive content
- Two stars and a wish marking technique may be appropriate in some cases

IV Preventing Errors

We believe that prevention is better than cure!

- We encourage pupils to focus their ideas before they begin a written activity
- Sufficient time needs to be given
- Pupils are encouraged to check their work meticulously. Often if a pupil is asked to read his/her work aloud, he/she can discover syntactical errors him/herself, hence the practice of writing a rough draft.

V FEEDBACK

- Time spent on 'handing back' and giving feedback individually is well worth while. When the teacher has given oral feedback to a child, the teacher will write a T on the child's work to indicate this.
- We fully acknowledge that a few words of encouragement can produce good results.
- There also can be opportunities for class discussion at 'handing back' time regarding common errors.

VI Frequency of Marking

- All written work should be marked by the teacher.
- All homework should be marked by the teacher.
- Any work of an imaginative nature must always be marked by the teacher.
- World Around Us books etc need not always be marked in detail. At times, a tick will suffice
- Classroom Assistants may mark work of a repetitive nature e.g. spellings, tables

VII Rewards i.e. Stickers etc

- We recognise that children respond well to stickers and stamps on their work and such incentives can encourage an improved performance. However, we also recognise that an overuse of stickers can be ineffective.
- Each teacher rewards pupils with stickers/stamps at his/her own discretion

VIII Pupils marking work

- Pupils should only mark their own or each other's work in particular circumstances and at the teacher's discretion

IX Self Assessment (Refer to AfL Policy)

- Opportunities for self assessment and evaluation may be evident in planning or may be used during lessons when relevant. Once pupils understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves to progress.
- Pupils will be taught what they need to learn and why, and then actively assess their understanding, gaps in their own knowledge and areas they need to work on. In our school, pupils assess their own performance by using a traffic light system in KS1 and KS2 and a smiley / sad face in Foundation Stage.
- KS1 and KS2 - Green light - I fully understand what I am learning; I completed my task on my own. Amber light - I need to work at this; I'm not completely sure; I needed a little help from an adult. Red light - I found this task very difficult and I needed a lot of help with this task.
- Foundation Stage - Smiley Face - I understand what I am doing; I completed this task on my own. Sad Face - I'm not sure about this task; I needed some help.