



# **Penn Fields School Marking Policy**

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## 1 Introduction

This marking policy is an integral part of the school's policy for Planning, Assessing, Recording and Reporting. There is not quite the same emphasis on pupils' written responses as that found in a mainstream school. The key aim is to communicate the teachers' responses to all that pupils do. It is not just about correcting pupils' work.

## 2 Responses

Teachers communicate their responses to pupils in several ways:

- written responses
- oral responses
- providing occasions for pupils to talk about and share their work, both with staff and other pupils
- giving pupils opportunity to demonstrate their skills and display their work.

**Written responses:** form a lesser but still important role in giving some indication whether or not the teacher is pleased with the pupil's work. Achievement certificates, stickers and badges are awarded, and smiley faces are used where appropriate. All of these methods convey the teacher's opinion of the work. The aim is for a consistent approach which is understood and valued by pupils and their parents. Spelling mistakes, grammatical errors and factual inaccuracies are corrected and explained; but the amount of correction must not destroy the pupil's self-esteem and motivation. The teacher indicates which corrections must be done and in this way we use marking to assess what progress is made. Where it is appropriate to do so, pupils are given a mark, for example in spelling and number tests. For older pupils work is marked in accordance with the requirements for the examination syllabus.

**Oral responses:** these are the main way of communicating assessments to pupils and occur in every lesson. They are used to value, praise, instruct and advise. These responses cannot be standardised but reflect the close relationships which all staff develop with pupils. Frequent interactions between pupils and staff help pupils to know what is expected of them, to understand the task and to know how well they have done.

**Encouraging pupils to demonstrate what they know, understand and can do:** pupils show their work to the headteacher, staff and other pupils. In the weekly Good Work assemblies, pupils' personal successes are celebrated.

**Displaying work around the school:** staff encourage all pupils to observe and talk about these displays.

## 3 Guidelines

Marking is important for assessment, achievement and target setting. It should be relevant to a pupil's ability, and comment on if an objective has been met and how. It also helps parents to understand what the child has been learning, and how well they are doing in their day-to-day lessons.

At Penn Fields we have developed a simple mark scheme that can be used by all staff. It also encourages the children to understand their own progress and targets. A poster is

displayed in all classrooms, so that visitors, pupils and staff have a visual reminder of the symbols.

### Marking Books

- Green pen should be used to tick a child's work
- In maths, if a child has made a mistake, put a dot next to the sum and allow them to have another try
- If mistakes are repeated an X may be used
- When marking any work, we don't correct every spelling unless that was the specific objective
- Comments need to reflect on the lesson objective (depending on the child's ability)
- KS4 – coursework and exams have a separate mark scheme and these should be used in preparation for this

### Stampers

These are used on most pieces of work to show the level of support needed by the child on this piece of work:



The child has worked on their own with a task, once the introduction or instructions are completed.

The child has had some support during the task.

The child has had lots of adult support to complete a task.

### Target/next step stickers

These are used when starting a topic or for specific individual targets for a child to work on. The class teacher has copies of these. They are used in the child's book:

- to display a key target ('My Target' stickers);
  - to record achievement of individual targets ('Well Done' stickers)
  - and then to indicate to the child what they need to be working on next to improve their performance ('My Next Step' stickers).
- They are not intended to be used every lesson but maybe several times a term. (see Appendix for example sheet).

### Comments

Comments on pupils' work should focus on the positive aspects of work and the extent to which the pupil has demonstrated their learning and achievement of the lesson objectives. They may also refer back to the child's specific IEP targets, or in Literacy to a specific APP target; identify what the pupil needs to do to improve their work and achieve specific targets; or what the pupil's next steps in learning should be (see also the use of stickers as well).

### **IEP Targets/Assessment of Pupil Progress**

In Literacy and Numeracy workbooks, the child's IEP targets are recorded by the child and displayed at the front of their book (see Appendix for example of sticker used). In Literacy the child's subject targets (APP) are recorded in the back of their book in child friendly language.

## **4 Monitoring**

The implementation and effectiveness of this policy will be monitored by the Assessment Manager and the Senior Leadership Team through classroom and other observations, for example in the Good Work assemblies; and through annual scrutiny of pupils' written work.

Rewritten April 2015 R Roalfe, Deputy Headteacher