

NATEBY PRIMARY SCHOOL MARKING POLICY

RATIONALE

The purpose of this policy is to ensure a cohesive and coherent approach to the marking of pupils' work which will contribute to pupil achievement, self confidence and pupils' ownership of their work.

Marking in this school means making a response to pupils' work which may be oral, written or demonstrative (e.g. display of pupils' work etc.)

The Policy is based on six fundamental principles which reflect our aims and philosophy (see School Brochure).

1. Staff adopt a consistent approach to marking which reflects the age, aptitude, ability and needs of the children

It is the policy of the school that:

- a) all work produced as part of the school curriculum will be marked
- b) marking should take place as soon after task completion as possible
- c) narrative or visual feedback should communicate the teacher's response in a constructive manner, avoiding negative undertones
- d) marking should compliment achievement and reward effort
- e) marking should provide targets for future work
- f) feedback should be in a form which is understood by pupils and parents

2. Staff adopt an interactive approach to marking because:

- a) interactive marking may require a written response from the pupil
- b) pupils' perceptions of the teacher's role in the marking process are enhanced
- c) pupils' efforts are valued and pupil motivation is enhanced

Staff recognise that not all subject matter/contexts offer the opportunity for interactive marking and that, where interactive marking does take place, a written response from pupils is not always required.

3. Feedback to pupils is regarded as an important part of the marking process

Feedback to pupils takes place in the context of busy classrooms where teachers balance the benefits of 1:1 discussions with the demands of the whole class. Interactive marking and dialogue between teacher and pupil are recognised as a mechanism for providing feedback to pupils and both are used as appropriate. Feedback must be:

- a) perceived as fair and consistent and
- b) must take account of the child's current level of performance, aptitude and personal circumstances and must be
- c) based on a determination to sustain or improve pupils' current level of performance.

4. Marking should take place as soon as possible after task completion. Work should be returned to pupils as soon as it is practical

5. Self marking and peer marking are regarded as valuable elements of the marking of the marking policy, developing pupils' sense of responsibility and initiative but:
 - a) these approaches are more characteristic of methods used with upper junior pupils because of age and ability but may occasionally be used with younger pupils
 - b) self marking must involve close monitoring by the teacher to ensure that standards are maintained and that opportunities for development are not missed
 - c) self marking must not be used exclusively in any curriculum area and must be set in the context of regular teacher directed marking which monitors pupil progress
 - d) peer marking will be used cautiously to ensure that pupils' work is marked accurately and issues with regard to privacy and personal development are addressed
 - e) peer marking will always be teacher directed using marking ladders or other criteria which will be discussed with pupils

The involvement of pupils in the marking of work can have a positive effect on pupils' levels of motivation by increasing involvement and participation and generating an atmosphere of partnership and trust. However staff are aware that in delegating such responsibilities to pupils there is always a need to monitor the effectiveness of self and peer marking to ensure that delegation of responsibility is never perceived as an abdication of duty.

Monitoring and evaluation

All that occurs within this school is rooted in the ideals set on behalf of the child. Tasks set are purposefully relevant and set in the context of a broad, balanced and relevant curriculum which develops key skills, core concepts and essential knowledge. A systematic, interactive approach to the marking of pupils' work provides valuable evidence with regard to:

- a) the effectiveness of the planned curriculum and teaching programme
- b) the achievements and attainments of pupils
- c) match between the pupils' needs and the planned curriculum

Pupils' work will be monitored and evaluated.

- 1)By class teachers
- 2)In curriculum meetings
- 3)By the senior leadership team
- 4)By the school advisor

Outcomes will be fed-back to governors, advisors, teachers and children with the expectation that each individual will act on the findings to further improve standards and achievement.

By subject lead teachers

At Nateby Primary School although each teacher does have responsibility for a number of subject areas work is evaluated and judgements made about the quality of teaching and learning as a staff on a rolling programme of specific subject areas. As an essential element of this monitoring the Headteacher and SLT scrutinise pupils' books, work and interview pupils to determine:

- the extent to which the aims of the subject are being realised
- the effectiveness of the approaches/methods being used to realise the subject aims
- the extent to which planned activities/curriculum content provides pupils' basic entitlement to the knowledge, skills, and concepts specific to the subject
- how pupil feedback informs judgements with regard to the quality of learning

The Headteacher

The Headteacher is charged with the task of:

- ensuring that role specifications for class teachers and subject lead teachers detail their responsibilities with regard to marking, monitoring and evaluation
- supporting class teachers in their efforts to fulfil their responsibilities by ensuring curriculum meetings are scheduled to discuss specific curricular areas and results of SLT monitoring and evaluation
- undertaking a review of the effectiveness of the marking policy by regularly scrutinising pupils' work and forming judgements about the impact of the policy on pupil achievement and confidence

The Headteacher views pupils' work:

- in daily encounters with pupils in classroom
- by collecting samples of pupils' work in subject areas and discussing these with class teachers, subject lead teachers and the SLT.

Parents

The marking policy will be communicated to parents and parents will have the opportunity to provide feedback

- at termly parents' evenings or via the annual school report
- as the result of informal parent/teacher consultations
- on the school website

DATE OF NEXT REVIEW: September 2026



02.10.2023