MARKING POLICY

Rationale

Connaught House School is committed to providing relevant and timely feedback to pupils, both verbally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a dialogue in which the learner is actively involved, through which feedback can be exchanged and questions asked. **CHS has particularly small class sizes and teachers engage in a considerable amount of one to one dialogue with pupils about their work.**

Aims

- Provide consistency and continuity in marking throughout the school, where possible, so that children have a clear understanding of teacher expectations.
- Promote higher standards by encouraging and motivating children to try their best and improve on their last piece of work.

Good Marking will:

- Identify if the child has understood the learning objective for the lesson and inform future planning;
- Be frequent and be completed as soon after the work as possible;
- Be a tool for formative, ongoing assessment, providing information on the success of the teaching, and for reporting;
- Develop children's self-esteem;
- Create a dialogue, which will aid progression and show written evidence of differentiation;
- Help other teachers when pupils move between classes;
- Help parents see how their children are progressing.

Principles of Good Marking

- Consistently positive, motivating and constructive, at the child's level of comprehension;
- Encourages risk taking;
- Models good handwriting;
- Relates to the learning objective of the lesson as well as handwriting and spelling;
- Contains comments from the teacher which are particularly focused and diagnostic, revealing very good subject knowledge;

- Ensures children can actively demonstrate understanding of targets set.

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All teachers will adhere to the above principles and:

- **Use GREEN, BLUE OR BLACK PEN FOR ALL MARKING;**
- Refer to learning objectives in marking;
- Provide regular written and oral feedback;
- Provide time in lessons to review work from previous lessons;
- Adjust planning in the light of marking;
- Involve pupils, ensuring clarity about the teacher's expectations.
- KS2 Pupils reply to marking suggestions using a purple

Marking

Marking Key is shown in their books in KS1 classes in KS2 the Marking Key is stuck on individual desk lids and/or displayed in the classroom.

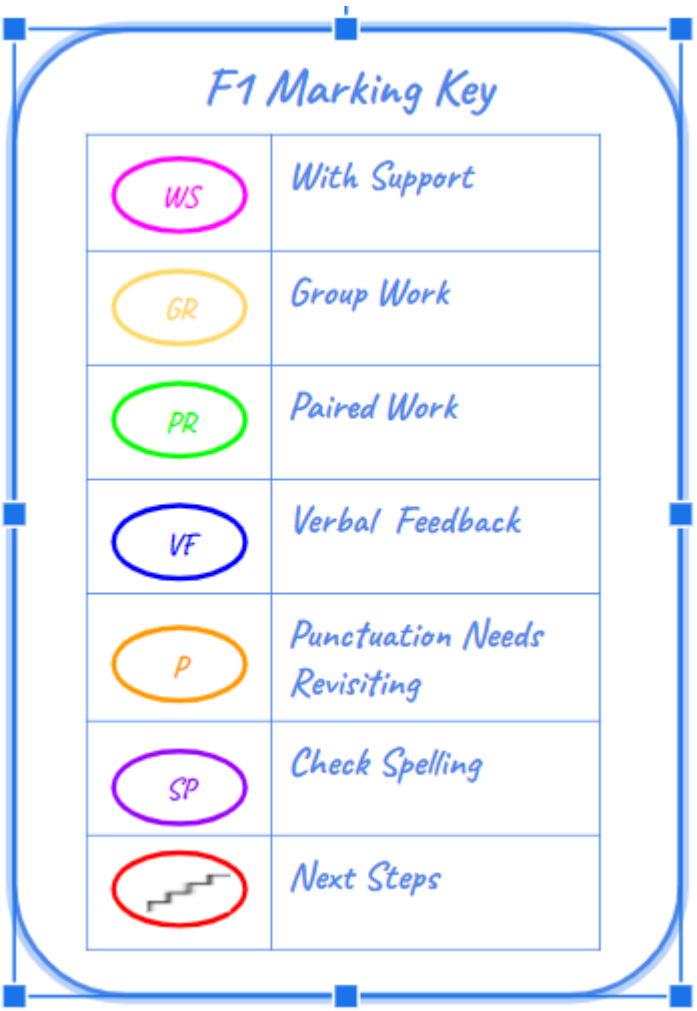
Key

- **WS** with support
- **GR** group work
- **PR** paired work
- **VF / See me** Indicates verbal feedback given
- **IL/ IND** independent learning
- **P** indicates that punctuation needs revisiting
- // indicates a new paragraph is needed
- **V / BW/** a **wavy line** under a word indicates an inappropriate or uninteresting word choice
- A **dot** or **circled question number** may indicate a section of work that needs checking, especially in maths (crosses are discouraged)
- A **?** asks the pupil to clarify what he/she meant
- GR Grammar
- Next step in learning
- T Target/s for future work
- **+/-** indicates positives/areas to improve
- **Sp** indicates a spelling error

Some Form classes will have their own marking codes to suit their style and the age of the children.

For example:

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We also use a variety of stamps and stickers.

Marking Strategy (Formative marking)
There are three main types of written feedback, the frequency of which will vary across subjects and year groups.

1. **Acknowledgment marking** – checking that the work has been completed and that there are no obvious mistakes that need correcting.

2. **Quality teacher marking** – This will include some positive aspects of the work and areas for development.

R 'n R – Read and Respond time should be created at some point during the week.

3. Quality marking by students -Peer and self assessment

Spelling Guidelines

- Spellings are corrected in a way that is useful for the age and ability of the individual pupil.
- In Form One children are encouraged to check written work when they finish. Key spellings are underlined and words that are misspelt are written out as necessary.
- In Forms Two -Six age and ability are taken into account when correcting misspelt words - all/most misspelt words are identified in the marking and some words are written out as practice.
- Pupils from Form Three upwards are encouraged to use dictionaries to help with their spelling.

Maths Guidelines

- In maths, incorrect answers should be addressed. Higher up the school, corrections may be completed using a different colour.
- Self/Peer marking is encouraged in certain areas, such as times tables and mental arithmetic.

Gold Stars

Teachers will award J2 stars https://www.j2e.com/j2stars, House points or even a gold star (10 house points) for particularly good work. This is shown to the Principal and a comment is written in the Homework Diary or Reading Record for the parents to see.

Marking on line

Marking and Feedback is adapted to suit the circumstances of online learning.
Pupils will submit work via email or on Google Classroom, either as photographs of work or as Google documents.
Where possible, teachers will mark work with the children, in the lesson. They may also feed back in the following ways:

- Verbally in in class (if unable to attend school, via Google Meet)
- Typing comments on the Google Classroom or emailing these to pupils
- Sharing photographs/scans of written marking via email or Google Classroom.

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