



Guidelines for effective marking

September, 2014

Marking is a process of assessment which creates a dialogue between the teacher and the child which directly impacts on future learning. Research shows that marking is the most important factor in pupil learning and is a process in which the learner must be actively involved. Every piece of work produced by a child should be marked or acknowledged in some way by the initiating adult and this includes supply staff. The depth of the marking is left to the discretion of the teacher but will be monitored regularly by the year group lead and at least once a term by the SLT and Governors.

Marking at Balfour Juniors will always be done in green pen with peer marking or editing completed in pencil.

Good marking or annotation of children's work should:

- Be positive, motivating and constructive
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular and reviewed by the teacher
- Provide information for the teacher on the success of the teaching
- Relate to the Learning Objective of the lesson set
- Positively affect the child's progress
- Contain comments from the teacher which are particularly focused and diagnostic revealing very good subject knowledge
- Relate to literacy targets in all written pieces particularly those linked to basic skills
- Ensure children can actively demonstrate understanding of targets set
- Be consistent across all subjects

Time must be provided for the child to review marking and comments from previous lessons before the learning is moved on.

It is important for all children to have verbal feedback from the adult working with them. This may be to correct a child's understanding or to extend the child's learning. The teacher should indicate where verbal feedback has been given if related to written work.

Children may sometimes be encouraged to mark their own work under their teacher's supervision. Children should also self-evaluate their learning by identifying their own successes and looking for an improvement point. The plenary may then focus on this process as a way of analysing what the children can or cannot do. At the end of any written activity, children should be encouraged to indicate their understanding and their view of the learning that has taken place – leading to a constructive dialogue with the teacher.

Children may also sometimes mark work in pairs. Paired marking could include positive comments and a development point. Children need to be trained to do this through modelling with the whole class, watching the paired marking in action.

Positive points or areas where targets have been met should be highlighted in green to ensure that the successes of the learner are immediately apparent.

Pointers and targets for improvement should be addressed in a comment which will move the children's learning forward without affecting their self-esteem. Wherever possible they should be open comments which stimulate a dialogue or suggest further work or correction to enhance the learning. These areas should be highlighted in pink.

Target met stamps should be used.

Children must be encouraged to respond, in writing, to the teacher's comments.

Differentiation and Organisation

Every lesson should be differentiated into three; what everybody **MUST** cover, what most **SHOULD** cover and what the higher ability children **COULD** cover as an extension.

Extension work should be highlighted in blue.

Points the children need to think about should be highlighted in pink

Points that are good should be highlighted in green

Work completed in lessons covered by a TP who does not have PPA release to mark will be dated and initialled.

Work supported by a TP will be dated and initialled to distinguish it from independent pieces.

Supply Teachers are expected to mark work.

Suggestion: If the differentiated learning objective and the date are pre-printed on sticky labels this maximises learning time for each lesson, especially for the less able children. This is recognised as very good practice. Teaching and learning time must be used to best effect.