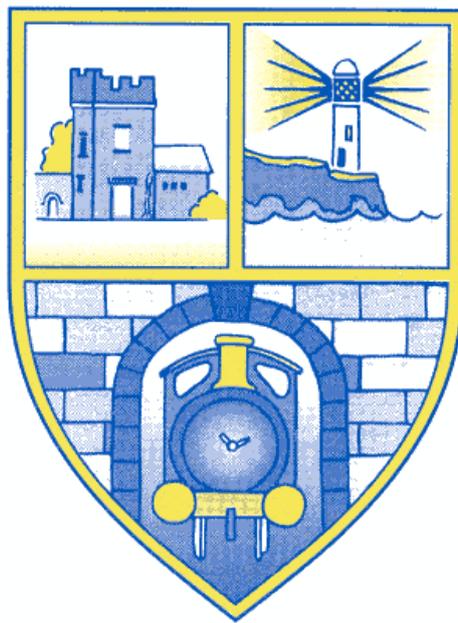


Whitehead Primary School and Nursery Unit

“Learning & Growing Together”



Marking Policy

In as far as is reasonable, Whitehead Primary School needs to have a common, manageable policy on marking that is implemented by all the teachers. This policy is a working document which generates and informs good practice throughout the whole school.

PHILOSOPHY

At Whitehead Primary School we feel it is vital that a child's work is responded to in a positive manner in order to help each child to develop to his/her full potential. We aim to develop the child's self-esteem and confidence by acknowledging their success and helping them to recognise weaknesses for themselves.

Children are valued as individuals and as such they have their work valued by those around them – by teaching and non-teaching staff, parents and other children. They are encouraged to respond positively to their own work and actions.

Through this marking policy we aim to create a positive learning environment in which children are proud to "own" their work, taking pride in what they do. We aim in school to create common practices and attitudes when marking work. Any form of responses to work is seen as a partnership between an adult and child.

When making any kind of response to work, it is important to think what a child will learn from it. All responses take into account the ethos and aims of Whitehead Primary School.

The teachers' assessment of the pupils' work can be considered effective when:-

- The pupils' work is regularly and consistently marked in ways that highlight the strengths and weaknesses, using approaches that are understood by the pupils and their parents. Teachers will always strive to be positive in their comments (written and verbal) when marking/assessing children's work.

Differences in the Northern Ireland Curriculum subjects make it difficult to operate one system to grade/mark, or show levels on pupils' work. Although each teacher will certainly have his/her own ideas and considerations about marking, the school policy states:

- (a) In all classes, marking needs to be simple, positive and child friendly. This is helped by the use of stickers, smiley faces, stamped symbols and stars.
- (b) The marking should provide pupils and parents with clear and relevant feedback, indicating levels of performance (where appropriate), and suggesting strategies for improvement and goals to be achieved. Literacy & Numeracy work will be sent home to parents the weekend prior to parent interviews in order for parents to view and reflect upon their child's work.
- (c) Marking should be part of a continuous process to show parents/guardians how well their son/daughter is performing, and where help can be given to improve areas of their work. Continuity for pupils, parents and teachers is important.
- (d) The marking/recording process should facilitate the assessment of pupils' work when levelling as based on new levels of attainment.

TYPES OF WORK

- Written (classwork and homework)
- Oral
- Practical

At Whitehead Primary School the children are encouraged to work to a very high standard and a great emphasis is placed on setting out work neatly and correctly. Throughout the whole school there is continuity and progression in terms of marking and presentation.

Work is marked as it progresses or as soon as possible after the child has completed it.

A great deal of emphasis is placed on developing the children's skills as independent writers. In order to do this the children need to have their confidence as writers built on. As a staff, we feel it is important not to over-correct free and creative writing, therefore, there will be pieces of work where spellings are incorrect, but have been "marked". As and when appropriate, the teacher will talk to the child about these words on a one-to-one basis. Teachers' responses may be:

- Written
- Oral
- Demonstrative

As children progress through the school there will be a greater expectation upon them to produce accurate spelling.

Children of all age groups are encouraged to check their work to make sure that is finished and they are happy with it.

WRITTEN RESPONSES

Written responses may be to praise, advise, inform or to mark the child's work as correct.

Teachers respond in written form both with and without the child being present. Where possible, the teacher will mark a piece of work and write a comment with the child alongside him/her. This allows reflection by the child, stimulation of ideas and the teacher the opportunity to suggest the child's next task or action.

All written comments should be made in clear, legible, neat handwriting and in a style consistent to that being taught to the children. Written comments should be positive and constructive.

ORAL RESPONSES

The oral responses are positive and are aimed at helping the children to develop their self-confidence and self-esteem. If criticisms need to be made they are done so in a

constructive manner. Oral response to work may be on a one-to-one basis, to groups of children or to the whole class. The children are encouraged to respond to each others' work in a similar positive manner. The tone of voice used in oral responses is an important factor in how the response will be received.

DEMONSTRATIVE RESPONSES

All teaching staff use demonstrative responses to pupils' work.

An important demonstrative response is the use of a smile and other encouraging facial expressions. Awarding stickers, stars and certificates of various kinds is a demonstrative response to work.

A pupil may be asked to show a piece of work to another member of staff, eg vice-principal or principal in order to receive additional praise or reward for the standard of work produced.

Last reviewed August 2018

Next review August 2019