



Greenfield Marking Policy

This policy applies equally to the Pre-Prep, Foundation Stage (Reception Class), Key Stage 1 and Key Stage 2 as taught at Greenfield.

Aims

The Whole School Marking Policy for Greenfield is to provide consistency and continuity throughout the school. Marking is used by staff to monitor progress and encourage pupils to improve their standard of work. This policy is written with the aims and ethos of the school in mind, paying particular attention to:

- Developing gifts and talents of pupils in a caring and nurturing environment
- The high academic standards and aspirations we have for our pupils
- The building of self-esteem and confidence
- Developing good work attitudes
- The pursuit of excellence
- Recognising Progress and achievement
- Encouraging independent thought
- Developing autonomy, self-discipline and initiative

Objectives

By using an agreed marking policy for children's work we intend:

- To provide continuity and progression throughout the school
- To inform pupils, parents and teachers of progress
- To identify specific strengths and/or weaknesses
- To inform future planning
- To acknowledge individual's efforts
- To maintain standards
- To encourage children to self-evaluate
- To provide sympathetic individual assessment

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- To provide a means of comparison with a group or class
- To provide an overall and continuing record of a pupil's achievements

General Approach

Specific systems for marking are detailed in the relevant subject policies. The following text outlines the general approach Greenfield employs for all subjects.

As far as possible work is marked promptly with the learning objective in mind to maximise pupils' progress and to give immediate feedback.

Mostly, marking is in the form of a comment and/or a question to assess understanding of the LO on the pupil's work.

The comments, whether written or verbal, are overwhelmingly positive.

Work is assessed according to the aim of a particular piece of work for content and effort. The progress of the less able pupils is acknowledged as well as that of brighter pupils.

Comments are used rather than marks, although spelling tests and mathematical exercises are marked out of a total.

Marking is always done in a colour or way which clearly distinguishes the teacher's from the pupil's writing.

Self-evaluation of pupils' work is encouraged in all years to promote independent learning and thinking.

The presentation of a piece of work is only taken into consideration if the work is of an unacceptable standard for a child of that age or ability. Pupils are urged and shown how to improve their presentation and the need to communicate with an audience is stressed, especially as written examinations are undertaken for other schools.

Spellings and errors in punctuation are corrected sympathetically and according to the knowledge expected at that stage, for that pupil. For example, pupils are not penalised for incorrect use of speech marks if that unit of work has not yet been covered. Spelling and punctuation is marked in all subjects, although in the Humanities the focus is on the content of the work as drafting is rare because of time constraints.

So that pupils with specific learning difficulties are not demoralised only particular words are highlighted.

Rewards are awarded to all pupils, regardless of their ability, for making progress and attitude to learning.

Marking In The Lower School

As very young children may not be able to read long comments from a teacher at the end of their work, any written comment is reinforced by verbal comments and, where possible, children are encouraged to assess how well they think they have done.

Any work which needs to be corrected is carefully explained and returned to young children as soon as possible. If needed, the teacher works on a 1:1 basis with a pupil and then signs the work stating '1:1 support given.'

Rewards are used liberally to encourage children and reward achievements.

Pre-Prep & Reception

Much work at this level is not recorded. Children, therefore, receive verbal praise for their efforts and the way in which they approach and complete a task. Where work is recorded, it is usually marked as soon as it is completed and, where possible, in the presence of a child.

A positive verbal comment is always made as often as possible and read out to the child.

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Year 1 & Year 2

More work is of a written nature by this stage, although some is still brief. Some work is marked in the presence of the child. When marking or discussing a piece of work with a child, the pupil is told what they have done well, as well as given help, advice and targets to help them take steps to improve independently.

Year 3

It becomes increasingly difficult to mark all work with the child present, although, where possible, marking does take place in this way. Some work is marked without the child present and then the comments and, where appropriate, work are discussed individually with each child. At times it is necessary just to put a written comment for the child to read later on. All written comments should highlight the strengths of the piece of work pertinent to that pupils' individual ability as well as giving help, advice and targets to improve. Differentiated summative and higher order thinking questions are sometimes used to assess attainment as well as promote independent thought. These answers are used to inform future planning.

Marking In The Upper School (Year 4-6)

Most work is marked without the child being present but any comments or errors will be discussed with the child as appropriate. The comments tend to be more detailed with encouragement and praise for good points and advice on how to improve those aspects of the work which can be improved upon. Targets are often set to help guide pupils on how to improve.


Self-marking and evaluation is a useful tool teachers employ to encourage independent thought and learning. By this stage, this can take the form of a discussion with the pupil, or the child marking and correcting their own piece of work. Peer assessment is also used sensitively to this aim.

Sometimes, differentiated summative and higher order thinking questions are used to assess attainment as well as promote independent thought. These answers are used to inform future planning.

Unless in the build up to Senior School Entrance Exams, children do not receive marks except for spellings or Mental Mathematics. This means that teachers should keep careful records and ensure their feedback to children is worthwhile.

Reviewed September 2021

Next Review September 2022



Chair