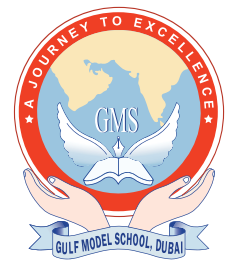


# مَدْرَسَةُ الْخَلِيجِ النَّمُوذَجِيَّةِ

## Gulf Model School



## MARKING POLICY



## **POLICY STATEMENT**

We have a Marking & Feedback Policy to ensure that all children have their work recognized in such a way that it will improve progress and attainment and identify next steps, develop self-confidence, raise self-esteem and provide opportunity for self – assessment. As a result of this policy, there will be greater consistency in the way that children’s work is marked across the Key Stages.

### **Aims and Objectives**

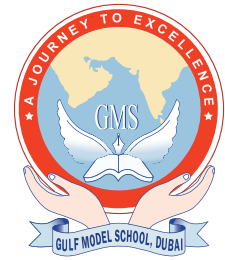
1. Assess children’s learning.
2. Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations.
3. Use the marking system as a tool for formative on- going assessment.
4. Improve standards by encouraging children to give of their best and improve on their last piece of work.
5. Develop children’s self-esteem through praise and valuing their achievements.
6. Create a dialogue which will aid progression.
7. Diagnostic remarks.

### **Principles of Good Marking**

- Be positive, motivating and constructive.
- Be at the child’s level of comprehension.
- Not penalize children’s attempts to expand their vocabulary.
- Be neat in handwriting that is legible and model for the child , ensuring that the sentences are punctuated correctly with capital letters and full stops.
- Relate to the learning objective of the lessons set but also relate to basic skills in English linked to handwriting and spelling.
- Positively affect the child’s progress.
- Contain comments from the teacher which are particularly focused and diagnostic revealing very good subject knowledge.
- Ensure child can actively demonstrate understanding the targets set.

### **All Teachers will adhere to the above principles and**

- Provide regular written and oral feedback.
- Provide time in lessons to review work from previous lessons.



- Adjust planning in the light of marking.
- Make learning objectives explicit.
- Involve children in the process from an early stage.
- Ensure children are clear about the teacher's expectations.
- Use children's work as exemplars.
- Inform future individual target setting.
- Allow specific time for children to read, reflect and respond to the marking and feedback given.

### **Peer Marking and Assessment**

We recognize that the following are important points to consider when getting the children to mark their work collaboratively:

- Children need to be trained to do this, through modeling with the whole class and watching paired marking in action.
- Ground rules need to be set (e.g. listening, interruptions, confidentiality etc.)
- Children should, alternatively, point out what they like first, using the highlighter pen, and then suggest ways to improve the piece, but only against the learning intentions and not spellings etc.
- Pairing should generally be ability based and where appropriate could be 'Learning Partners' (e.g. two middle, two higher or one middle and one lower together).

### **Pupil Making**

In order to engage the child in their own learning, children must have the opportunity to look critically at their own work and that of others. Subsequently, they should be able to offer suggestions to correct or improve work in relation to learning intentions or success criteria. Suggestions may be verbal or in writing using the teacher marking systems outlined previously. All peer marking will be against success criteria given by the teacher verbally or through the use of supports e.g. mark ladders.

### **Monitoring and Evaluation**

Members of the senior Leadership Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff. The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.