



Dhahran British Grammar School

Key Stage 2 Marking Policy 2013 - 2014



Statement of Intent

The Marking Policy is an integral part of our policies on assessment, record keeping and reporting.

Marking should clearly be seen as an essential part of assessment. Children should be encouraged to look at errors in a positive and challenging manner. Children should also be encouraged to respond to marking in a thoughtful and constructive way in order to keep teachers aware of their needs and personal targets. This is in line with the school's positive approach on self-assessment which is designed to encourage an appropriate level of independent marking, particularly in the upper end of Key Stage 2.

Marking is an essential part of the learning process and is an important way of informing children of teacher satisfaction and expectations. Teacher comments should be mainly positive, constructive and legible. Comments should be written in the appropriate language for the individual child's age and ability. Work should ideally be marked with the child and feedback given as soon as possible after the completion of the task. Work should be marked with a contrasting colour to that used by the child. Work should NOT be marked in red, preferable colours are black, green or blue.

The Purpose of Marking is to:

- Keep the child focused on agreed targets
- Provide constant feedback on the progress achieved in the delivered curriculum
- Help the child to make sense of the curriculum

The Agreed System for Marking Writing

- An individual mark for grammar, content, presentation or vocabulary. This will direct the child to areas s/he needs to improve and will assist in identifying targets
- The specific focus for the writing should be given to the child when setting the work. For example, if the focus is interest and content, the spelling should not be heavily corrected
- In subjects such as science, D.T., History and Geography no more than three spelling mistakes are to be corrected
- High and medium frequency words which are spelt incorrectly can be pointed out orally to children



Dhahran British Grammar School

Key Stage 2 Marking Policy 2013 - 2014



- Children should be given a target upon completion of writing tasks and referred to the target when tackling the next piece
- Selective pieces of identified 'quality work' should be kept in a portfolio

The Head teacher, Deputy and Head of Key Stage should be involved in the motivation of pupils and the raising of standards. Pieces of excellent work, achievement of targets and obvious progress should be brought to the attention of the aforementioned by class teachers so that pupils may be rewarded accordingly.

Marking that cannot be carried out with the child present must be returned quickly to encourage discussion of the work. Marking can often appear judgmental and have negative connotations. If marking is applied objectively, fairly and selectively positive attitudes may be fostered in children. The teachers' professional judgement is the key factor in all assessment. Identifying too many errors should be avoided and consideration be given to the way in which errors are highlighted so as not to reinforce mistakes.

There should be structured opportunities for children to engage in marking their own work with honesty and a positive frame of mind. Self-correcting should encompass the use of appropriate means such as a dictionary or a thesaurus. Strategies such as 'Look, Say, Cover, Write, Check' should be used for spelling.

Good work and good effort should always be recognised positively and publicly. Class teachers should use the school's reward system to praise good work or to apply Key Stage approved reward schemes to further improve performance. Children are rewarded as follows:

- Praise and encouragement from the class teacher
- Praise and encouragement from the Head, Deputy or Head of Key Stage
- Merits in the form of a half or whole as a maximum with a certificate as reward for the attainment of given totals
- Golden Time
- Stickers
- Winning Ticket system
- Note home to parents