

# Millennium

INTEGRATED PRIMARY SCHOOL

## Marking Policy MIPS-109

<i>Date of Adoption</i>	<i>September 2008</i>
<i>Date of Next Review</i>	<i>January 2019</i>





## 1 Introduction

- 1.1 At Millennium Integrated Primary School, our ethos is that pupils will receive feedback on their performance to assist them in achieving the highest standard of their individual abilities. We embrace the focus on Assessment for Learning (AfL) in the Northern Ireland Curriculum as an effective tool in raising standards. Our marking will be reflective of the planning process and will be directly linked to the learning objectives set out in the specific subject areas.

## 2 Aims

- 2.1 At Millennium Integrated Primary School, marking should:
- be used as an assessment tool
  - assist teachers with forward planning
  - give the children feedback on their work that will help them to improve their overall performance
  - promote children's self-esteem
  - show the children that we value their work and their efforts
  - show our commitment to the children and their learning
  - be a tool to take the children's progress forward
  - help the children to become self-evaluative
  - give children the opportunity to understand why they received a certain sticker, stamp or comment from the teacher
  - make links between completed work and the objectives set (WILF)
- 2.2 Through our marking, children will learn that:
- making mistakes is a valuable process and is extremely important in the learning process
  - they can fix their mistakes and learn from them
  - everybody makes mistakes and it is acceptable for our pupils to as well
  - they are just as valued and respected with mistakes

## 3 How Do We Mark?

- 3.1 To ensure that marking has maximum effect on children's learning, we:
- share lesson objectives with the class (WALT)
  - provide pupils with targets for each task (WILF)

- keep it positive with stamps, stickers and comments
- always have the pupils reach some form of achievement during each task
- give specifications of what we are looking for when marking a particular piece of work to keep the children focused on specific areas of teaching (so that the emphasis varies and is not always focused on neatness, full stops and capitals)
- avoid overcritical marking (focusing in on everything – spelling, grammar, content) - this is overwhelming and counterproductive
- aim to be constructive with feedback to the children – how can they do better next time?
- give individual stickers to the pupils for work well done, remembering to include practical work and not just written work

3.2 As part of our commitment to Assessment for Learning we make sure there are opportunities to gather the children together to have their work discussed in front of the class. During this time we will:

- discuss with the children what we like about the work
- discuss with the children how we could improve the work
- use the work as a point of reference for the children to aim towards
- actively involve the children in marking and evaluating their work and that of their peers

## 4 Consistency

4.1 As a staff, we will be consistent in our methods of marking by:

- using coloured pens to mark (excluding red)
- not marking an X for mistakes, but rather using a dot (●) beside the work. Work marked with a dot will be revisited by the pupil and corrected. If there is another error, a second dot will appear, so the child's progress is fully recorded
- if correct, a tick (✓) will be used
- Use of 2 Stars and a Wish Stampers for feedback in written tasks at least once a half term for extended pieces of writing and in problem-solving activities in Mathematics & Numeracy
- In Key Stage 2 an agreed key will be used for general marking in relation to punctuation, grammar and spelling.

## 5 Pupil Involvement

- 5.1 Teachers will ensure that the children are involved in the marking process by:
- ensuring that children understand the link between marking and lesson objectives
  - keeping it alive and relevant to the children (Young children don't look back over their work, so it is much more effective at this stage to mark the work in their presence)
  - giving children the opportunity to mark their own work, with clear objectives of what to mark for
  - use of Peer Marking to encourage children to peer assess and develop constructive feedback through positive comments and feedback
- 5.2 We will encourage the children to look through their own books to focus upon the various marks they have received throughout the year and take notice of their own progress.

## 6 Parental Role in the Marking Process

- 6.1 At Millennium Integrated Primary School, parents play a vital role in the education of the pupils. As a staff, we will try to ensure that:
- parents and teachers have continual communication through the child's reading record books/homework books and home/school diaries where necessary
  - parents should encourage their children to look at their past homework and discuss why they received the comments they did
  - teachers' expectations are reaffirmed through having attended the early term workshops and/or curriculum meetings and reading the Homework Policy (MIPS-120)
  - parents are partners in promoting a high standard of work and high expectations

## Appendix 1      Schedule of Updates

<i>DATE</i>	<i>RESPONSIBLE PERSON</i>
<i>August 2001</i>	<i>M Roulston &amp; Z Grew</i>
<i>August 2004</i>	<i>M Roulston &amp; Z Grew</i>
<i>August 2006</i>	<i>M Roulston &amp; Z Grew</i>
<i>August 2008</i>	<i>M Roulston &amp; Z Grew</i>
<i>January 2019</i>	<i>B Corrigan</i>