



Gulf British Academy

Marking Policy

Key Stage 2

Introduction

Marking is vitally important as it forms a part of the learning, teaching and assessment cycle. If marking is done well it has two functions: it provides an assessment record for the teacher and it provides good quality feedback to the child.

Aims

- To establish a broadly consistent approach to the way work is assessed and marked, so that pupils value and have a clear understanding of the way their work is marked.
- They will be well versed in how to respond to the marking system as a result of its consistent application throughout the school.

The principles behind the marking system

- To be fair and consistent in the practice undertaken by all staff including TA's.
- To be positive and constructive with comments that highlight where a child has done well and, importantly, how they can improve.
- To create a manageable system for the teachers. Marking is only one aspect of the teacher's role and should not take up such an amount of time that teachers are unable to effectively carry out other aspects of their job.
- That teachers should provide valuable feedback to the children about their learning.

Why we mark the children's work

The core aims of the marking of children's work are:

- To motivate children to want to produce high quality work and make progress.
- To provide opportunities to give praise and encouragement to show we value their work.
- To reinforce the standard being aimed for.
- To teach children to recognise what they do well.
- To help children to improve their work through the setting of challenging, but achievable targets.
- To enable children to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is all right to make mistakes, but then good to learn from and remedy them.
- To evaluate if teaching has been effective and inform the next steps of planning.

Methods of marking at GBA

Verbal feedback

We believe that creating an ethos where children speak freely about their learning enables them to articulate their self-evaluation as well as more accurately inform teachers of their strengths and weaknesses.

The teacher needs to carefully plan so that time is built into the lesson to allow this to happen (*plenaries and mini plenaries*). The language of the classroom gives a strong message to children about their achievement and the teacher needs to use positive language.

Traffic light system

At the top of the page, next to the LO, a highlighter should be used to indicate the success of the student.

- Indicate the pupil has successfully met the Learning Objective, with a green highlighter pen
- Indicate children have attempted to meet the Learning Objective but are as yet insecure, with an orange highlighter pen.
- Indicate where children have not met the Learning Objective, with a red highlighter pen.

Two ticks and a wish

In **KS2**, marking should be short and informative.

- Do not address all spelling mistakes. Pick two key words and ask the student to correct them three times at the bottom of the page
- Use two ticks to show successes and a wish for future improvements. The wish should be a statement or question that can be completed at the bottom of the page, for example:

“Please write a sentence with two adjectives. “

Or

“Please write this sentence again using correct use of capital letters and full stops. “

Or

“Please check your answer – what is 4 x 7? “

Feedback Response

In **KS2**, **5 minutes** should be allowed at the beginning of each lesson to enable students to respond to the feedback given in their books.

Students should respond to this feedback in a different colour pencil.

KS2 Marking symbols

All letters in the table should be circled in the child's book to indicate prominence.

S	For a child's spelling, this can be used for a number of mistakes, but the same word must not be repeatedly corrected in a piece of work.
P	For overall punctuation.
H	If handwriting is poor and in particular if it is affecting the clarity of the overall message.
ABC	If capital letters are a specific punctuation problem.
P:?	For any specific punctuation problems, such as full stops, commas, etc.

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Responsibility: KS2 Coordinator