

Marking for Improvement Policy



**Carrick Primary
School**

April 2024

Carrick Primary School

Vision Statement

Forward Together: “Ar aghaidh le cheile”.

Mission Statement

In Carrick Primary School we aim to provide a safe, caring and stimulating environment, in order to realise and celebrate the academic and non-academic potential of all our pupils. We expect our pupils to work hard and for parents to assist us in helping children to learn and to become lifelong learners.

School Aims

We aim to:

- develop and strengthen each pupil’s understanding and love of Catholic values by promoting the Catholic ethos throughout the school;
- create a safe, enjoyable learning environment, in which effective learning is facilitated and quality teaching is provided;
- implement all aspects of the Northern Ireland Curriculum;
- help our pupils to develop a positive attitude towards life and a love of learning;
- value, respect and nurture every child in our care;
- encourage pupils to respect themselves and others and to support and care for one another;
- equip our children with the necessary life skills to enable them to participate in a fast changing society;
- endorse the United Nations’ Convention on the Rights of the Child and work towards the implementation of policies and practices which reflect the Convention;
- involve the parents, Board of Governors and wider community in the life of the school and in the holistic development of the children in our care.

Marking for Improvement Policy

This Marking for Improvement Policy reflects the general ethos of our school, the school's Pastoral Care Policy, Assessment Policy, Rights Respecting School and other school policies. This policy has been reviewed following consultations with staff, Governors, parents and pupils about the nature, quality and impact of marking procedures in school. Within Carrick Primary School staff members value and promote the oral, practical and written contributions of pupils. The aim of the policy is that the children's written work will be regularly and consistently marked in a way which will celebrate its strengths and address its shortcomings, using approaches which are well understood by pupils, parents, staff and Governors, and which reflect the United Nations' Convention on the Rights of the Child.

We believe that this policy must be:

- Consistently applied by all staff and across all year groups;
- Developmental across the age range of pupils;
- Manageable on a day-to-day basis;
- Productive in its outcomes, in terms of raising standards.

This policy forms part of our Teaching and Learning Policy and Procedures and has direct links with curriculum planning and assessment.

Aims and Purposes of this Policy

This policy aims:

- To improve standards within Carrick Primary School;
- To acknowledge and celebrate the efforts that children make and what children achieve;
- To promote pupils' confidence and self-esteem;
- To monitor progress;
- To inform pupils and parents about the quality of the children's work;
- To create opportunities for dialogue between staff members and children by giving clear feedback about strengths and areas for development in their work;
- To encourage high standards of presentation;
- To ensure that the marking policy is understood by teachers, classroom assistants, pupils, parents and Governors;

- To help pupils to reflect on and to self-correct their work (where appropriate);
- To encourage/motivate pupils to achieve the best they can;
- To inform future planning and teaching;
- To indicate to children, in written and/or oral form, what will be expected in future pieces of work;
- To help the staff member to assess if a child has grasped a concept and/or acquired a skill;
- To identify pupils who need additional support and those who need more challenging work;
- To help teachers to successfully model the marking process, so that children will learn how to review their own work and the work of others (where appropriate);
- To involve parents in encouraging children to improve.

Principles of the Policy

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development, it is essential that the children's work will be marked:

- Regularly;
- In a consistent fashion;
- In a way which includes constructive comments;
- In a way which reflects the learning intentions of tasks/lessons and of the success criteria against which their work will be marked/assessed.

What are we looking for when we mark work?

When we mark work, we are encouraging:

- accuracy;
- knowledge;
- skills, including problem solving and thinking skills;
- understanding;

- accurate spelling of age and ability appropriate words (where appropriate);
- a positive attitude and best effort;
- pride in work;
- best presentation.

MARKING SYSTEM

We agree that feedback whether spoken or written will be more effective when:

1. Our responses *focus on the learning intentions and success criteria* that we have already shared with the children (where appropriate);
2. We are *specific* about what particular strengths and areas of weakness the work has;
3. The feedback is formative and makes clear *what it is that children need to do* in order to *improve* their work or *what they need to build on* in order to extend their achievements;
4. We *avoid overloading* the child with too much information at one time;
5. We give *feedback as promptly as possible and that this may be verbal and/or written*;
6. We emphasize for children that success comes from *what they do and their efforts*;
7. Children experience *shoulder to shoulder marking, peer and self-assessment* as part of the marking procedure;
8. Comments may form the basis of a *discussion between the teacher and the child*;
9. Comments may be given on a *group or individual basis*;
10. The *learning needs of individual children* are understood and work is differentiated [where appropriate] and marked accordingly;

Classroom Practice

We believe that:

- When it is not manageable or appropriate to provide verbal or written feedback, work will still be acknowledged;
- While teachers will focus on the aspect of a pupil's work which relates to the planned learning intention, age appropriate spellings and/or grammatical corrections may also be highlighted;
- Sharing work with the whole class or with a focus group can be helpful.

APPROACH TO CHILDREN'S WORK

We agree that:

1. All written work will be marked;
2. A positive approach should be used, where possible, when marking or commenting on a child's work;
3. Constructive criticism can be useful in relation to helping children to improve their work;
4. Children will be encouraged to assess and compare their own work against their own best and/or with that of others (where appropriate);
5. Individuality must be respected;
6. A system of reward may be used by staff and/or volunteers e.g. stars, stamped comments, rewards, and/or positive comments;
7. Some assessments will have a graded or levelled marking system. Records of half-termly results are retained by teachers and saved within Public. English, Maths and World Around Us Half-Termly tests are sent home to parents to be signed, returned and filed in the children's folders;
8. Classroom Assistants and/or volunteers may be deployed to mark children's work under the direction of the teacher;
9. Group Marking/Whole Class Marking may also be deployed, when appropriate.

Marking Strategies

Aspect/Area of Curriculum	Means of Assessing and Marking
Oral Work	<ul style="list-style-type: none"> • Oral comment. • Encouraging children to talk individually or as a member of a group. • Pupils and/or teacher/classroom assistant reporting back. • Children given specific opportunities to talk about things so that their oral language skills can be developed and/or evaluated. • Development of inferential skills through oral questioning and discussions.
Written Work	<ul style="list-style-type: none"> • Stamps, stickers and/or symbols will be used where appropriate • Spelling tests - ✓ or • (P1-4) or x in Key Stage Two P5-7). • Age/ability appropriate spelling mistakes and grammatical errors in a piece of writing – word written above the error, word underlined, spelling or grammatical correction written in (where appropriate) • Children encouraged to mark work in pairs or to mark their own work (where appropriate). • Comments included e.g. ‘A very interesting piece of work’, ‘I really enjoyed reading this’, ‘Well researched’, ‘Next time you could...’ Comments specific to content taught and to learning intentions/success criteria. • Missing words identified using ^ or ? or written in for the child. • Use of word processing to improve presentation of work, individually, in pairs or in groups. • Drafting and redrafting of work [where appropriate]
Group Work	<ul style="list-style-type: none"> • Verbal comments by the teacher and/or by the pupils e.g. ‘Good ideas’, ‘Well researched’, ‘Great collaborative work’. • Written comments where appropriate. • Presentations of pieces of work at assemblies and in class.
	<ul style="list-style-type: none"> • Written and/or oral comments. • Pupils’ work displayed.

Practical & Project Work	<ul style="list-style-type: none"> • Prizes awarded by the teacher, classroom assistant or Principal for effort within the class or at home.
Creative & Expressive	<ul style="list-style-type: none"> • Use of ICT to celebrate children's work (e.g. C2K Newsdesk). • Displays of work. • Self and Peer Assessment (where appropriate). • Showing work to others/to other classes/at assembly. • Verbal comment e.g. in P.E., Music, Drama... • Work shown to Principal or to parents/siblings.
Homework	<ul style="list-style-type: none"> • Self and Peer Assessment. • Childcare encouraged to self-correct written work. • Parents are encouraged to read over and sign all homework and where necessary to ask the child to correct and/or improve work. • Oral and written comments included as appropriate. e.g. 'Emma, you have researched this well... 'Next time remember to ...', 'Try this sentence again...'

- Star Awards, Student of the Month Awards, ICT Awards and other awards are regularly used to celebrate children's efforts and achievements in the above categories.
- Parents may also request a copy of the Marking for Improvement Policy from the school's office. This policy is also available on the school's website (www.carrickprimaryschool.com)

Conclusion

This policy has been devised in consultation with the staff, pupils, parents and Governors. It will be reviewed every three years, or sooner if required, in consultation with the relevant stakeholders.

Signed: Dr Anne Cassidy (Principal)

Signed: Mr Gerard Murdock (Chairperson of Board of Governors)

Date: April 2024

Review Date: April 2027