



## **2. Education**

### **2.9 MARKING POLICY**

It is absolutely essential that all work undertaken by children is marked, including basic class work which should at the very least be acknowledged. Unnecessary delays in marking should be avoided if at all possible as this inevitably gives rise to children's lack of interest.

The style of marking is very individual but should always take into account the children in the class. It should be thorough, but sensitive, making every attempt to encourage the children to succeed in the future. If a piece is particularly poor, it is probably better to take the child to one side pointing out further mistakes - rather than highlighting them all in the exercise book. Whilst subject areas other than English may feel that spelling and grammar are not their responsibility, it is in fact very necessary for all staff to take action in cases of poor English. Only in this way will children realise the importance of correct English at all times.

Any comments should be positive and constructive and should be explained to the child. Staff should ensure that corrections are done where appropriate.

- Marking is an important communication between teacher and child.
- Marking should help motivate all children including the less-able children.
- Marking should include some comments - verbal and written. These should praise, encourage and advise.
- Children should understand the marking.
- Work must be marked promptly.
- Errors in the use of English, i.e. grammar, punctuation and spelling, should be identified where appropriate.

A range of tasks and assessment methods should be used so as to allow all children to show their strengths and achieve their highest possible level.

The following checklist is provided as an evaluation exercise.

- Are comments positive, drawing attention to strengths and weaknesses?
- Are comments constructive, perceptive, humorous, respectful?
- Do comments help the child achieve greater knowledge?
- Do comments help the child reflect?
- How much is re-drafted? Self corrected?
- Is there a case for separate grades for content, effort and preservation?
- Is missing work followed up?
- How important is presentation?
- Do the comments help the child to plan or prepare for further work and questions to the teacher?

The marking of work is considered to be an important way in which children receive feedback on performance. It is recognised that this feedback is a key element in the learning process in that it frequently forms the basis upon which children modify their responses. It is also recognised that marking has a critical role to play in motivation.



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The notion that achievement is influenced and enhanced by effort on the part of the child is assumed in the grading system.

In order to maximise the potential value of the marking exercise the whole school policy is based on the following principles:-

- i) Feedback should be as immediate as possible. Marking must therefore be completed on a regular basis.
- ii) Grades must be supplemented by comments which seek to emphasise the positive and highlight areas for improvement. Comments should focus on levels of effort and achievement.
- iii) All curriculum areas have a responsibility for raising standards of spelling, grammar and punctuation. Errors should be corrected and, when appropriate, children required to copy corrected spellings at the back of work books/files.
- iv) A record of grades awarded should be kept, as appropriate, together with the date and some indication of the nature of the work. Records should be available for inspection.
- v) Any work handed in by a child for the purposes of course work, must be acknowledged.

When marking, ensure you highlight completed “success criteria” so that the child can tick them off on their “success ladder”. See Assessment and Reporting for Learning Policy.

### **Marking comprehension**

Bear in mind that marking takes place at Word, Sentence and Text Level.

### **Marking writing**

During any term, teachers throughout the school will usually mark to specific targets, either relevant to the genre and / or to the individual child.

Where exams (or Practice Papers) are set, which are QCA based, then it makes sense to use the given criteria.

These are at present for the ‘Longer Task’:

SSP	Sentence Structure and Punctuation
TSO	Text Structure and Organisation
CE	Composition and Effect

*Handwriting is also assessed here.*

For the ‘Shorter Task’ they are compressed into:

SSP / TO	Sentence Structure, Punctuation and Text Organisation
CE	Composition and Effect

*Spelling is assessed separately.*

Current QCA Mark Schemes give the breakdown in more detail.



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## Suggestions for helping children with specific learning difficulties

1. Please remember that these children are often fragile. Before they came to Rose Hill Westonbirt School, they all experienced some degree of failure and inadequacy and sometimes resultant School Phobia. The veneer of apparent self-confidence can be very thin. Many of these children have high I.Q.s but do not perform as such and are therefore extremely frustrated.
2. Do not ask a dyslexic child to read aloud in front of the Class unless you are sure that s/he is happy to do so. Remember, if asking him questions about a passage that he may have read it correctly without understanding it.
3. Please do not ask a class containing children with dyslexia to call out results of a spelling test etc. Later they may suffer ridicule from classmates and they always feel embarrassed.
4. Please try to mark sympathetically and constructively. Do not make comments like "You really must do something about your spelling". The child is only too aware of this anyway! Before writing "Careless work. Try harder!" - be certain that the dyslexic child has not been working really hard and doing his level best. Don't correct all mistakes in written work - it is too discouraging.

Go for the good point and build up before giving constructive criticism. For instance:  
"friendle"

*tick the main accurate part of the word whilst underlining the wrong ending.  
If time, make a marginal note that 'e' does not tend to be a sound picture for the ee sound at the end of a word.*

If there is a spelling mistake in a word that the child normally gets right, put a dot under it and get him to have another go. This is much more beneficial than just supplying the correct spelling.

5. Do not use copious amounts of red pen. It can be really soul destroying. If possible, mark ink work in pencil or pencil in blue or black ink. Mark on content rather than being too influenced by poor spelling.
6. If a child has a lap-top computer please do consider allowing him to use it. They will be able to touch-type, and will not have to look away from the board or book to commit its contents to print. Therefore he will copy far more accurately than if he has always to write.
7. The result will be more legible for you and he will be more easily able to correct work. He may also have been trained to use voice-to-text software, in which case his Speech and Language Therapist/Assistant will liaise with you as to how it may help him.
8. Remember a child with dyslexia/dyspraxia cannot take good notes because he is unable to listen and write at the same time. "Hand-outs" for revision are invaluable as are worksheets that involve cloze procedure answers.



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9. Study Skills are likely to be very weak. Try to help with organisation and provide outline notes wherever possible. Check that his prep is correctly written down. Get him to repeat instructions back to you to ensure that he has understood correctly. Understand that he works more slowly than the non-dyslexic.

10. If setting reading work, please remember that it will probably take the dyslexic child twice as long. Again, see him separately to work out between you realistic reading targets for him.

Signed.....

Date.....

To be reviewed by .....