CYRIL JACKSON PRIMARY SCHOOL
MARKING POLICY

VISION AND VALUES



STATEMENT OF AIMS:

To provide a supportive, stimulating environment in which each child is enabled and encouraged to attain the highest standard of achievement of which he or she is capable.

To ensure that the curriculum is broad and well balanced following all subjects in the National Curriculum.

To value each individual's contribution irrespective of race, gender, religion or ability.

To encourage children to be aware of their behaviour and how it affects other people.

To recognise that children have a variety of special needs and endeavour to provide appropriately for the needs of individuals.

To ensure that the curriculum reflects the richness of our multi-cultural society.

To foster and build on relationships with parents, governors and the wider community.

To provide a planned process of staff development.

STATEMENT RE: MARKING

The aim of this policy is to provide a consistency of approach and methodology in marking throughout the school. Marking serves to:

- Communicate clear expectations of learning.
- Provide a dialogue between writers and readers.
- Give opportunity for assessing children's work and progress.
- To be able to reward children for achievement and effort and provide an incentive for improvement.

MARKING

At Cyril Jackson Primary School we use a consistent approach to feedback to children what they achieved and what they need to do next to make progress.

- There is a common set of marking symbols to indicate where children need to make changes.
- Longer comments and feedback can be given to clarify misconceptions and give further examples.
- There is a common pattern for marking which follows closely the Shirley Clarke model for 'Closing the Gap'.
- Marking is done strategically alerting the writer to how they have met the learning intention of a lesson and what they need to do next to make progress.

TEACHING AND LEARNING:

Primary education is a critical stage in children's development – it shapes them for life. As well as giving them the essential tools for learning, primary education is about children

experiencing the joy of discovery, solving problems, being creative through all subjects, developing their self-confidence as learners and maturing socially and emotionally.

At Cyril Jackson we want to continue to focus on raising standards while not being afraid to combine that with making learning fun.

Our goal is to combine excellence in teaching with enjoyment of learning.

- Marking is carried out daily so that feedback can be given and acted upon.
- Children should be involved closely in marking; they could be given verbal feedback or given responsibility for self-assessment or peer-marking.
- Marking will inform planning – if further work to explore concepts is needed then this should be annotated in the appropriate place.
- Spelling should highlighted using the Look, Say, Cover, Write and Check approach. This is completed in the back of the book

(See Teaching and Learning Policy)

ASSESSMENT:

Learning must be focused on individual pupils' needs and abilities. Assessment for learning is a powerful tool for making sure that learning fits individual needs. A focus on individual children will help to mainstream support for children with particular needs.

At Cyril Jackson we will use tests, targets and tables to help every child develop to his or her potential, help the school to improve and help parents and the public to understand the progress and performance of the school.

- Marking will be monitored by subject co-ordinators to ensure that school's approach to marking is being used to good effect.

RESOURCES: Marking symbols to be displayed in each classroom and at the start of learning diaries, literacy and maths book.

TRAINING OPPORTUNITIES:

We believe that all staff working at the school are entitled to a framework of support to enable them to develop effectively, confidently and competently within their role. Staff development will raise achievement and improve the learning environment within the school. Support is being offered both from within the school, and through external agencies/institutions.

(See Training and Development Policy)

EQUAL OPPORTUNITIES:

The school is committed to the following:

- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.
- Translating good equal opportunities principles into all our policies and practice.

- Maintaining and developing an inclusive culture where every individual feels valued and aspires to succeed.

(See Equal Opportunities Policy and Racial Equality Policy)