

“When we are no longer able to change a situation, we are challenged to change ourselves.”

Viktor Frankl



Barley Lane School

Ready, Respectful, Safe.



Marking Policy for Barley Lane School – Updated May 2023.

Rationale

Marking and responding to pupil’s work is an essential element in the assessment of the performance, progress, levels of attainment, and the raising of standards throughout our school.

All comments/responses therefore, in whichever form they may take, must be constructive and based upon evidence to which the pupils can understand and relate.

Our Aims

To use marking as a teaching tool to inform the pupils of their performance and the next steps in their learning. It focuses on improvement as well as correction and it relates to the current piece of work.

To use marking as an assessment tool to inform the teacher of the pupil’s level of achievement /attainment and to inform the next stage of their planning.

To create a common, agreed, continuous, developmental methodology throughout the school which is understood and utilised by both colleagues and pupils.

Assessment for Learning (AfL)

Assessment is used to inform planning and the next stages of learning for individual, groups and cohorts of pupils.

It is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

It:

- is part of effective planning
- focuses on how pupils learn
- is central to classroom practice
- is sensitive and constructive
- fosters motivation
- promotes understanding of goals and criteria
- helps learners know how to improve
- develops the capacity for self- assessment

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- recognises all educational achievement

Our Agreed Methodology

All pupils write in blue or black ink or pencil.

Any mistakes are either ‘rubbed out’ or scored through with a single line.

All work is marked in green ink.

Written and verbal “marking” becomes more complex as the pupil gets older.

The marker’s responses take into account the learning objectives of the activity/area of the curriculum and the objective will be visible and annotated to denote whether it has been met.

All verbal and written comments made by the marker are constructive, concise, based upon evidence and should not be merely a “well done” or “good” time after time. It may be necessary to annotate verbal comments/discussions with a pupil in order to keep a record of them.

It is not appropriate for written comments to be made upon every piece of work. However, in the core subjects of English, Maths and Science, specific feedback will be given on at least 3 pieces of work each term using the ‘WWW’ and ‘EBI’ method and will relate to the lesson objective.

Pupil’s work is annotated where necessary, giving the context to the piece of work and/or recording the ‘voice of the pupil’ which supports the assessment of the pupil’s overall understanding and attainment.

Where students regularly miss lessons, work must be in their folders/books with a narrative as to why it hasn’t been completed.

All evidence within each pupil’s folders/books is marked as ‘S’ if the piece of work has been completed with the support of an adult and an ‘I’ if they have completed it independently.

‘VF’ will be written on any work where staff have given verbal feedback to the pupils.

All work is dated.

The marker’s recognition of correct responses, and to acknowledge that the work has been marked, is indicated by a ✓ or marker’s initials.

Incorrect spellings are indicated by a line under the word and the correct spelling written either in the margin or above the word.

A missing word is indicated by a Λ

An omitted new paragraph is indicated by a // where the new paragraph should begin.

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Independent work 'I'

Supported work 'S'

Verbal Feedback 'VF'

Use of WWW - What went well

Use of EBI - Even better if

All work undertaken by anyone other than the class teacher is marked and initialled by the marker.

All children are taught to understand, interpret and use these marking symbols within their own work.