



# Bunscoil Rhumsaa

## Marking Policy

### Aim:

The aim of this policy is to ensure a consistent approach to marking throughout the school.

### Reasons for marking:

- to encourage, recognise and reward children's efforts
- to give clear, appropriate feedback about strengths and weaknesses and identify next steps
- to identify pupils who need additional support or more challenging work
- to assess children and as an aid to planning
- to annotate work to give information to others (e.g. child, parent or colleagues)
- to acknowledge that the work has been seen by the teacher

### Guidelines for marking:

- Marking may be carried out by staff or pupils and peer and self assessment is encouraged in this school.
- Marking should, wherever possible, be developmental and seek to inform the child on how to improve.
- Peer and self marking is suitable for anything where the pupils can understand what they are looking for in their marking (making use of clear 'success criteria').
- Where pupils mark the work of others, the marker's initials should be placed at the end of his/her comment or marking.
- When children mark their own work they should be encouraged to self-evaluate. The use of a face/ traffic light etc. to express their understanding of the completed work may be used when appropriate.
- If possible, work should be marked with the child present, giving them verbal feedback. If feedback has been given in this way by staff it is necessary to acknowledge this with the initials 'V.F.' (Verbal Feedback) in the pupil's book, although it may be helpful to record other developmental notes on the piece of work.
- Where 'Verbal feedback' is given pupils who are able to should make bullet points after the teachers' note recording the key developmental comments discussed with the teacher - but no more than three.
- If adult support has been significant, this should be indicated by the initials S.W. (Supported Work).
- If work is marked away from the child, written comments should relate to the planned learning objectives. If the objective is not spelling, corrections of spelling mistakes should be limited to words the child should reasonably know. When this type of marking is returned, time must be given for the children to read and act upon the comments.
- Sometimes verbal feedback will be used instead of any written marking.
- Teachers may mark work with any colour pen or pencil which differs from that used by the child.

### Equal Opportunities.

All marking should conform to our Equal Opportunities Policy

To be reviewed in September 2020