



**The British International
School of Brussels**

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Marking Policy

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Introduction

Marking complements and assists teaching and learning, and it serves as a tool for assessing individual and school performance. This School Policy document will provide standardisation and consistency of practices throughout the school.

The implementation of this policy is the responsibility of all staff.

Relevant School Aims

- To sustain a friendly, safe and interesting environment that stimulates and encourages the fascination of learning.
- To treat everyone in our school community as an individual, valuing their contributions and accomplishments.
- To develop good home-school interaction and together improve the quality of learning.
- To ensure that our children follow a well planned and stimulating programme of study, with a wide variety of learning opportunities that increases knowledge and promotes understanding.
- To determine and improve the capabilities, proficiencies and talents of each child in all sections of the curriculum.
- To work with the children to attain the high standards that we expect from them in all aspects of life in school.

Appendices

Appendix A – Symbol Clarification

The nature of marking

Feedback and marking should:

- indicate achievement
- relate to learning objectives, which need to be shared with the children
- give children opportunities to become aware of and reflect on their learning needs
- give recognition and appropriate praise for effort and achievement
- give clear strategies for improvement
- aid teacher assessment i.e. inform future planning and individual target setting
- be accessible to children
- use consistent codes throughout the school
- be seen by children as positive in improving their learning

Marking can be done by the children to:

- encourage independent learning through self-checking;
- be more critical in their approach to their work;
- aid teacher assessment.

All work should be acknowledged.

Practice and procedures - General conduct of marking done by the teacher

Verbal - This means discussion of work and direct contact with the child.

- A written mark or remark to serve as a permanent record for child, teacher and parent may accompany such an exchange.
- In some cases it may be helpful to add a record of the time taken and context in which the work was done.

Written - This means notes or comments or the use of symbols and scores.

Notes and comments

They will serve as a permanent record for the child, teacher, and parent and in certain circumstances outside agencies such as an educational psychologist.

Symbols and scores

These take the form of ticks, stars, ink stamps, smiley faces and magic wishes for children below Key Stage 2. See Appendix A for Key Stage 2 children's work. Achievement can also be recognised by sending the child to other teachers or receiving special stickers from the Headteacher. Children can also be commended in assembly. Where appropriate a record of the scores achieved is kept by the teacher, e.g. weekly spelling tests. This can help to monitor the child's progress and overall performance.

Corrections

Each and every mistake does not need to be corrected. To correct everything might be counter-productive to child motivation. We aim to promote self-esteem.

- For redraft and display purposes children's work may be copied out, spell checked and amended to produce a 'final' copy, but there would normally be an earlier draft available so that a true picture of performance is evident to teaching staff, child and parents.
- Children's self-correction is encouraged by a process of proof reading and checking.
- Any comparative Wall/Test charts (e.g. Times Tables) should be motivational and the potential should exist for all ability levels to achieve.
- Teachers should,
 - limit spelling corrections to three or four per page
 - not mark in a red or harsh coloured pen; preferably use a neutral colour (green, black, blue)
 - not cross out whole sections of pupil work
 - not put crosses next to more than three or four maths answers on each page
 - use positive comments that help the pupil to improve an aspect of their work, and wherever possible
 - use the objective as a basis for the title of the work

Marking Maths

Both the presentation and marking criteria should be applied across all year groups (KS1 & 2) and to all children.

Presentation

- All work is to be dated, legible and neat.
- All work should be in pencil. Colouring pencils should be used rather than felt tips which tend to leak through the page.
- All straight lines should be drawn with a ruler.
- If the teacher asks for corrections, the work should be written out again. This will prevent the case where children rub out their mistakes and put in the right answer, making the marking appear incorrect.
- Children should place one digit per square on squared pages of exercise books.

Marking

- We should be aiming for all work to be marked.
- There should be some evidence of the teacher marking with the child. This can be shown by the words 'W' (meaning 'with child') in an appropriate place.
- Written feedback should be regularly in evidence. For children who may not be able to read comments, the teacher could either read them to the child, or the teacher could make a verbal comment where it is considered important and record this in the book - *'discussed format of sums' or 'reminded about rulers.'*

- We should be aware of all spelling mistakes, with particular reference to mathematical terms. The children should be encouraged to use their personal glossary and add new words, as they become necessary.
- Marking should be used as formative assessment.

Marking English

Foundation Stage

Marking systems for the Foundation Stage includes ticks, smiley faces, ink stamps and stickers.

- Most marking is ‘on the spot’ with the child alongside.
- Feedback is mainly verbal and focuses on positive comments and / or strategies for improvement.
- Written comments are brief – *Good/ Well done/ Great!* And written in child’s presence (mainly).

Examples of work can also be shown in class as whole (plenary feedback) to aid concept of ‘good’ work.

Years 1 - 4

- Where possible, mark written work with the pupil, providing constructive feedback.
- Underline errors in spelling of common words which are within the child’s capability. Child to correct/copy out.
- Teacher to correct important topic words and errors where the sense is lost or the meaning is changed.
- Errors in punctuation to be circled.
- Children to be taught to check own work.

Year 5 / 6

- Where possible, mark written work with the pupil, providing diagnostic and constructive feedback. Refer to the Marking Symbols (Appendix A) when marking children’s work.
- Underline errors and spelling of polysyllabic words which conform to regular patterns. Child to correct/copy out.
- Correct punctuation errors.
- Children to be taught to check their own work.

Assessment

Marking forms an integral part of the assessment of all subjects within the National Curriculum. (See **Assessment policy**)

Appendix A

Please use these symbols in the margin

P - Punctuation (underline the mistake).

Sp - Spelling to be looked up, corrected and put into spelling log.

? - Does not make sense (together with a wiggly line under the passage).

^ - Something missing

// - Start a new line or sentence or paragraph depending on the ability level of the child

• or X - incorrect (If a whole section is wrong then do not mark any further but discuss with child)

😊 - smiley

√ - tick for correct work

👉 - Teacher's Wish



Teacher has worked with the child