



Leicester Preparatory School

Marking Policy

Last Reviewed: Sept 2017

Next Review Due: Sept 2018

Marking Policy

Aim

The aim of this policy is to ensure that there is a careful and consistent approach to marking of work at Leicester Preparatory School which actively promotes each child's progress and highlights the value we set on written work. Marking should be a diligent, interested and encouraging response by the teacher to every piece of work completed by a pupil. Early Years children will be assessed using the Early Learning Goals, a record of their progress being kept through use of the 2Simple computer programme.

Guidelines for Marking

- Marking should be child-friendly, legible and positive but should also suggest areas for development and improvement.
- Marking should be age appropriate i.e. with shorter written comments and more oral feedback in earlier years.
- Marking should reflect attitude/effort as well as attainment and regularly assess the progress a pupil is making.
- Good marking should relate to the specific learning objectives of the lesson and wherever possible to specific criteria.
- Marking needs to be immediate and returned to the child as soon as possible. In most cases this will be for the next day's lesson or next subject lesson.
- Marking will vary between teachers however it should always be clear, self-explanatory, neat and careful.
- Grades and marks should also be accompanied by a comment, even if occasionally brief.
- All marks should be recorded in the teacher's mark book and for School on the computer programme, Learnboost
- All marking should be completed in pen, in a clear colour, other than blue.
- Stickers, stars and smiley faces may be used together with merits (Class Dojo points) in Upper School.
- It is good practice to occasionally mark a pupil's work with the pupil, to show what is being identified for praise or correction and to help them edit their own work.
- Pupils should be taught to mark their own work from time to time according to specific criteria as a part of self-assessment. This should be accompanied by a one to one discussion with the teacher and targets or pointers for improvement agreed.
- Pupils should also be taught to mark each other's work as part of peer assessment. This should be done carefully, neatly and respectfully. Teachers should also review this marking to check for this.
- Teachers should put time aside with pupils to look through a piece of marked work and, whenever possible, to give oral feedback too.
- When using grades in Upper School, descriptors should match grades. (Please see Appendix).

Learnboost Policy

The School uses Learnboost (Years 1-6) as an online mark book accessible to pupils and parents to allow monitoring or assessments which align with the schools grading system. The aim is to provide useful data pupils, parents and staff to monitor progress and set targets for further progress.

Teaching staff will record marks for class assignments, weekly homework, end of module tests and exams. The grades reflect achievement only. Effort can be commented on by additional comment or use of Class Dojo and is formally reported to parents each half term on the short report.

The grades generated will provide the main data for achievement grades for the short reports each half of term. Teachers will take other on-going assessments, e.g. oral work, practical work, help from parents with homework and any extra extension tasks into consideration when formulating these grades.

Class teachers should spend tutor time each half term discussing the marks /grades on Learnboost /Class Dojo individually with their pupils and agree key targets for the next half term. These targets should be recorded and shared with parents via the child's story on Class Dojo. They should be referred to regularly in pupil/staff meetings to discuss progress. Learnboost provides key data to senior staff and the Headmaster to enable teaching and learning standards to be monitored through the school.

Appendix

Grades are used to inform pupils of their attainment and attitude or effort levels. These are reported to parents each half term by means of a short report.

Attainment Grade	Description
A	Working above expected standard of the year group
B	Working to the expected standard of the year group
C	Working below the expected standard of the year group

Attitude/Effort Grade	Description
1	Excellent. Always does their best.
2	Satisfactory. Some lapses in attitude to classwork/homework effecting rate of progress.
3	Unsatisfactory. Frequent lapses in attitude and/or incomplete work.

A + or – may be added to the attainment level. The attainment grades relate to the following percentages obtained from Learnboost:

LOW	HIGH	GRADE
95	100	A+
90	94.9	A
80	89.9	A-
70	79.0	B+
60	69.9	B
50	59.9	B-
45	49.9	C+
40	44.9	C
0	39.9	C-