

Marking Policy

'Soar on Wings'

Our school aims to be a happy and safe community where everyone shares a love of learning. Our Christian core values of respect, responsibility, perseverance, compassion, courage and trust underpin all we say and do.

Introduction

- **This document is** a statement of the aims, principles and strategies for marking, feedback and presentation at Fleggburgh CE VC Primary School.
- **It was developed** through a process of consultation with teaching staff and its implementation and ownership is the responsibility of all staff.
- **The policy will be reviewed** every two years by the Executive Headteacher, Head of school and the teaching team

Policy statement

Improving learning through assessment is aided by the provision of effective and constructive marking and feedback to every child. It focuses on success and improvement and enables children to become reflective learners. Marking and feedback is an important aspect of the formative assessment of individual children's progress and achievements and aids the setting of future programmes of study and targets. It enables teachers to identify and share with children what they need to do in order to improve their performance.

Aims

Marking and feedback should:

- Relate to the learning objectives, which need to be shared with the children
- Be regular and frequent
- Be manageable for teachers and support staff
- Use consistent codes throughout the school which are accessible to the children
- Involve all adults working with the children
- Show we value children's work
- Give recognition and appropriate praise for achievement and progress
- Be understood by the children as a positive way of improving their learning
- Give clear strategies for improvement
- Allow time for children to read, reflect and respond to marking.
- Encourage, prioritise and teach children to be involved in the marking and feedback process through self-assessment and peer assessment
- Inform future planning and target setting

Implementation

Wherever possible, marking and feedback should be related to a clear learning objective which has been shared with the children. This may mean that some aspects of writing are unmarked.

Spelling, punctuation and grammar may not be the main focus of the lesson and may not be marked in every piece of work. However, children should always be asked to check their work and read it through carefully when they have finished working. Class teachers will use their professional judgement when correcting spelling, punctuation and grammar and will use the agreed marking codes to support pupils to make any necessary corrections. To make marking manageable, when 'quality marking' a piece of work, teachers might focus on a specific group of children at a time, or select a specific part of the text to mark in all books.

Marking and feedback should be carried out as soon as possible after the work has been completed. Written marking comments should be clear and legible and carried out in accordance with the agreed marking code. All adults (including classroom assistants and supply teachers) who work with the children should use the marking keys. (Staff use green pens, peer assessment in pink pen and self assessment in red pen)

1. Give recognition and praise

Verbally focusing on the positive side of a piece of work will promote self-esteem. A particularly successful piece of work may be awarded with for example stickers, stamps, certificates or house points etc. Quality work may also be celebrated and shared with the class or headteacher, in the school's Celebration assembly, on the website, in newsletters and on display.

2. Give strategies for improvement

Through discussion, children need to be made aware that marking is a way to help them improve their learning. This may be done with next steps, success criteria, marking ladders or similar.

Work should be marked sensitively and with discretion and children should be expected to assimilate a limited number of corrections at any one time. Strategies for improvement should be given in language that the child understands and should vary according to age and ability.

Strategies for improvement will link to pupil targets.

3. Allow time for reflection

When work has been distance-marked, prioritise and allow sufficient time, when returning the work, for the children to respond to the marking by reading through the work and / or correcting mistakes.

All 'next steps' need to be completed.

4. Different types of marking and feedback

Marking children's work can have different roles and purposes at different times and can involve both written and oral feedback.

Summative marking and feedback

Closed tasks or exercises can be marked using ticks or dots (not crosses).

This is particularly appropriate for pieces of work which are designed to allow children to practise and consolidate learning.

When appropriate, children should self-mark and/or self mark in class or group sessions.

5. Formative marking and feedback

Verbal feedback can take the form of:

- Discussion between the teacher or supporting adult and the child / group / class while the work is being carried out or after the work is completed and returned. It is often more time effective for common errors to be addressed during a whole class / group session rather than individually.
- Verbal feedback is recorded as **V**.

Written marking and feedback

It is not possible to mark all pieces of work in depth with the children so distance marking needs to be manageable for the teachers and meaningful for the children.

Teachers need to decide whether work will simply be acknowledged or given detailed attention.

Pieces of work are marked against the learning objective using marking codes.

6. Marking codes

Marking codes save time and give a consistent approach throughout the school and should be displayed clearly in each classroom. The children should be familiar with the marking key. See Appendix 1.

7. Quality marking: focusing on success and improvement

• Showing success

The teacher finds the best places in the child's work that show evidence of the learning objective and then indicates that it has been achieved. This avoids having to write things that will be largely inaccessible to the child. This might be followed up by a written comment, such as:

- That was a great paragraph. I like the way....
- Well done for remembering your finger spaces / to include connectives

The teacher can indicate evidence of the learning objectives by using success criteria

• Indicating improvement

The teacher indicates precisely where an improvement in the child's work could be made). An improvement suggestion or focused comment is then needed to support the child in his or her learning.

- **Giving an improvement suggestion**

The teacher writes down or asks for an improvement suggestion to help the child know how to make the specific improvement. There are some key types of improvement prompt, each linked to an area of improvement:

- Reminder (reminding the child of the learning objective) e.g. What else could you say here?
- Scaffold (providing examples of what they need to do) e.g. What was the dog's tail doing? The dog was so angry that it..... Describe the expression on the dog's face
- Example (giving exact sentences, words or phrases to copy) e.g. Choose one of these – He ran around in circles looking for the rabbit / The dog couldn't believe his eyes

With young children and children with special educational needs these prompts are often used verbally.

- **Making the improvement**

Classroom time is given for children to read the successes and the improvement suggestion and to make their improvement. While most of the class is making the improvement, time is then generated for the teaching assistant or additional adult (if available) to read out the improvement suggestions to any children who need support in either reading or understanding the teacher's feedback.

- **Shared marking**

At regular intervals, use the interactive whiteboard to model the marking process by:

- Marking a piece of child's work as a class.
- Comparing two pieces of work and discussing the differences.

- **Self-marking / self-assessment**

Children should self-assess wherever possible.










Children should be taught to identify their own successes, for example by using marking codes and also to look for improvement points. This will help inform the teacher what further support is required in subsequent lessons. Teachers might use key questions to help children with self-assessment:

- What did you find easy / difficult about...?
- What helped you to learn about....?
- What would you like more help with?
- What are you most pleased with?

- **Paired marking/Peer Assessment**

All children should be introduced to paired marking to encourage them to discuss each other's work together. This is not meant to replace marking or feedback by the teacher, but to encourage children to become more independent and responsible for their own learning. The following are examples how children can work together to support each other:

- Pupils choose one word in their work they are proud of and underline it, then tell their learning partner why they have chosen this word
- A pupil highlights two occasions when he / she considers that their learning partner has met the lesson's success criteria

Green pen		Teacher marking.
Red pen		Self-assessment.
Pink pen		Peer assessment.
Smiley face		I have met the Learning Objective.
Smiley face with circled S		I have meet the Learning Objective with support.
Wavy face		I have tried to meet the Learning Objective but I need to work more on this.
Wavy face with circled S		I have tried to meet the Learning Objective with support, but I need to work more on this.
Face with no mouth		I have tried to meet the Learning Objective but I'm not there yet.
NS	NS:	Next Step.
Tick	✓	Correct.
Double tick	✓✓	Next Step response is acknowledged.
Dot or Question mark	. ?	Error to be corrected.
Circled V	(V)	Verbal feedback given.
Circled R	(R)	Resources used.
Wavy line		Spelling.
Circled S plus initials	(S)	Indicates the member of staff who has supported work in book.
Initials	IR	Indicates the member of staff who has marked the work.

