

Morville C.E. Primary School

Policy: Marking

Reviewed Summer 2016

Member of staff responsible: Sue Blackburn

Review Date: Summer 2019

Marking Policy

At Morville C.E. Primary School we take a professional approach to the task of marking work and giving feedback. We aim to have a consistent approach to the marking symbols used by individual teachers and teaching assistants. We therefore have a school marking code.

However, in addition to this code, teachers use their professional judgement to enhance it and also to take into account the age and needs of the children. All children are entitled to regular and comprehensive feedback on their learning.

Therefore all teachers will mark work and give feedback as an essential part of the assessment process.

'Our Christian school offers a unique rural setting that provides exceptional opportunities to promote individual learning. We nurture the development of our children's academic, physical, spiritual & emotional needs within a family and community environment.

Aims

We mark children's work and offer feedback in order to:

- Show that we value their work, and encourage them to do the same;
- Boost self-esteem and aspirations, through use of praise and encouragement;
- Give a clear general picture of how far they have come in their learning, and what the next steps are;
- Offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Share expectations;
- Gauge their understanding, and identify any misconceptions;
- Provide a basis both for summative and for formative assessment and inform individual tracking of progress.
- Provide the ongoing assessment that should inform future lesson-planning.

Principles of marking and feedback

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- Be manageable for the teaching team and accessible to the children.
- The marking should always be in accordance with the lesson objective, success criteria and the child's own personal learning targets.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Inform future planning
- Comments should be appropriate to the age and ability of the child

- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the success criteria for the task right from the outset.
- For younger pupils a copy of the learning objective and success criteria can be stuck in pupils' books. Pupils can then be encouraged to reflect on their learning and reflect on their learning using a smiley face/tick or comment.
- For older pupils they can record the learning objective in their books and can reflect on their learning and next steps at the end of the lesson. They can be encouraged to write;
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Written comments should be neat, legible, model cursive script and written in green.
- The marking system should be constructive and formative. A useful formula is this: 'praise, advice on improvement, more praise'.
- Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions.
- Feedback can identify a child's key learning difficulties.
- Errors that were made by many children should not be the subject of individual comments, but should be noted in planning.
- Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.
- In some cases verbal feedback will be given where a teacher wishes to explain in more detail strategies for improvement.
- Pupils targets are recorded in the front of the pupil's book. When a pupil achieves a target this should be recorded with the date the target has been achieved. A target should be seen on three separate occasions before it is signed off. New targets should be added as appropriate.
- Learning objective should be recorded in pupils books.

The affect of marking on attainment

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

The methodology of marking children's work

The following are acceptable examples of methods of marking and feedback, however a minimum of one piece of work in literacy should be quality marked every week and mathematics should be quality marked daily, where appropriate. Mark schemes have been included in this policy as appendices.

Oral Feedback

It is important for all children to have oral feedback from a member of the teaching team from time to time. This dialogue should focus upon successes, areas for development and to set targets for future learning. This would be

particularly appropriate within the performing arts areas and during guided sessions.

In literacy occasionally verbal feedback (VF) will indicate to a child that the teacher will explain or go through strategies in response to a written piece of work.

(see subject specific marking and feedback guidance in appendix).

Summative Feedback / marking

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this. (See relevant appendix on Subject specific marking and feedback for further information).

Formative feedback / marking

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention or individual targets.

Quality Marking.

A minimum of one in every third piece of work in a subject should be quality marked. Teachers should focus first and foremost upon the learning intention of the task. The emphasis should be on both successes against the learning intention and/or the improvement needs of the child.

Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:

- Verbal praise
- Stickers and stamps
- Written annotations, short and narrative observations including next steps
- Annotation of work and photographs by staff
- Oral dialogue with children about their play, work or special books
- Children are encouraged to respond to their marking

Children's response to the comments

Self-Marking and evaluation

Children should be given time to read and consider the written feedback the teacher has provided.

Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

Children should be encouraged to respond to marking.

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement and identify areas where success criteria have been met.

In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.

Monitoring and evaluating this policy

This policy will be monitored through further consultation of staff and through the planned reviews.

Children's workbooks will be monitored by the SLT group and subject leaders, with written and verbal feedback given to individual members of staff.

Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

Subject leaders will monitor subject specific marking as part of their monitoring role.

Subject Specific Marking and Feedback

Within certain subjects, aspects of this policy may not apply or require further detail.

The following guidance is in addition to the requirements of this policy.

Mathematics

In mathematics all pieces of work should be marked daily.

Investigative and Practical work

Learning objective and success criteria should be recorded in pupils books and marking against the achievement of criteria should be recorded.

Where a child has undertaken an investigative or practical task, there should be a quality comment, which reflects their formative and summative assessment.

English

A minimum of one piece of work per week should have a quality comment.

Pupils should be given the opportunity to self-evaluate each objective using an age appropriate method.

Spelling errors should be written out 3 times and the expectation that an improvement should be seen in future work.

Performing Arts

Subjects such as PE, Music, Drama etc., should use oral feedback to support the children's learning and development. This could also include opportunities for the children to positively evaluate the work of their peer's performance. If written work is completed, the principles of quality feedback and marking should be applied.

Appendix 1
Marking Code

	=	Worked independently
	=	Worked in a group
	=	Supported work
	=	Verbal feedback
NS:	=	Next steps
	=	Does this make sense?
//	=	New paragraph

Errors of punctuation and spelling are highlighted or underlined for the children to correct. At least three spelling corrections are indicated for every extended piece of writing.

Small tick	=	Correct answer
Dot	=	Incorrect in maths

Teachers should use green ink pens to mark children's work.

As far as possible "marking" should be undertaken **with the child present** during guided group work so that errors may be fully discussed, strategies for correction and improvement suggested, targets identified and so on. Only through such collaboration is a child likely to **understand** the nature of the error or be encouraged to expand/restructure/re-think a piece of written work.

As often as possible we should try to intervene during the **process** of writing rather than focusing entirely on the finished product.

Marking should be selective and relate to individual needs (e.g. inserting missing apostrophes will merely confuse the child who still has no real grasp of the full-stop/capital letter combination). We need a sense of priorities.

Realistic targets may be set and evaluated. **The success of a piece of work should be measured by the extent to which it fulfils the purposes for which it was set and the extent to which it indicates progress by an individual child in relation to the last pieces of work completed. Children should be encouraged to evaluate their own performance and their achievements.**

Generalised instructions and actions (e.g. "improve your spelling") should be avoided; the child will need further help or a detailed indication of what is wrong before being expected to put it right.

We should remember that parents may expect to find all errors corrected; we need to explain our various marking strategies so that they understand the principles involved. It may be prudent at times to add "This piece of work has been marked for ...*punctuation only* or *content only*" etc.

We should be offering the opportunity for work to be drafted. The first draft can then be discussed and improved upon in a final polished version. The discussion allows for the correction of error, debate over appropriate vocabulary and questions about content, style and structure.

Children should be encouraged to share, enjoy and comment on each other's work.

We may well mark/correct work in different ways at different times or for different children (e.g. concentrating on a specific error for an individual child) but we should ensure that children understand the basis of our chosen marking technique.

Where marking has to be undertaken away from the child we should ensure that children understand any symbols or 'editing' marks we use.

Positive praise and classroom reward systems can be used to great advantage in encouraging and inspiring children. We should ensure that they are not over-used (i.e. the children themselves should feel that they have genuinely been 'earned') and should always be accompanied with praise for the particular aspect which has been recognised.

'Use of convince me' and 'show me' questions can be used to develop pupils learning and as a tool to 'close the gap marking'.

High Value AFL Strategies

Mini-plenaries that inform next steps, addresses misconceptions, steers the rest of the lesson, led by the pupils.

Provide opportunities for self-assessment.

Close the gap marking against success criteria that prompts children to improve their work. Evidence that children use the points for development in future pieces of work.

Using children's work as a model.

Verbal feedback that is individualised.

Blooms Taxonomy of questions:



Asking Thinking Questions

I can use the information:

to build new ideas

To express and back up my opinion

By breaking it down to understand it better

in a new way

to explain ideas

to remember facts

