



Marking Policy

Introduction

Marking complements and assists teaching and learning. It serves as a tool for assessing individual and school performance. Marking should be diagnostic and share with pupils the next steps needed in their learning in order to improve their work. Marking will also provide focused feedback on the learning intention/success criteria for that lesson whenever appropriate.

The school policy will provide standardisation and consistency of practice throughout the school. The implementation of the policy is the responsibility of all the staff.

Marking and feedback should:

- Be manageable for teachers and accessible for pupils;
- Relate to the learning intention/success criteria and comment on previous attainment within the context of the learning intention/success criteria;
- Improve adult intervention in the classroom;
- Give recognition and praise for achievement and clear strategies for improvement;
- Allow specific time for pupils to read, reflect and respond to marking
- Respond to individual learning needs: e.g. marking face to face with some and at a distance with others;
- Inform future planning and group target setting;
- Use consistent codes across the school, appropriate to the child's age;
- Ultimately be seen by pupils as a positive and useful approach to improving their learning.

Verbal Feedback

This means discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. This may also be to correct a child's understanding or to extend the child's learning. Such an exchange may be accompanied by a written mark e.g. **VF** to represent verbal feedback, which will serve as a record that the child has received feedback. In some cases it may be helpful to add anecdotal notes to explain the context in which the work was done.

Written marking and feedback

Summative feedback/marking

This usually consists of highlighting or ticks and crosses and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups.

Formative feedback/marking

Not all pieces of work can be marked in depth. Teachers decide whether work will simply be acknowledged or given detailed attention. Marking in depth should always relate to the learning intention and success criteria and comments refer to any improvements made and personalised learning targets.

This requires the teacher to:

- Read the entire piece of work;
- Identify examples of where the child has met the learning intention;
- Identify aspects of the work which could be improved;
- Provide a focused comment which should help the child 'close the gap' between what they have achieved and what they could have achieved.

Useful closing the gap comments are:

- A reminder prompt (e.g. What else could you say about the prince's clothes?)
- A scaffolded prompt (e.g. What was the monster doing? The monster was so angry that he...)
- Comments that are designed to extend pupils' thinking and move the pupils' learning on
- 'You have worked at ..., could you?'
- 'You have shown a good use of adjectives, could you?'

In order for the marking to be formative, the information must be shared, understood and acted on by the children. Therefore, time is scheduled for children to read the feedback given and respond to it appropriately. Teachers model this process to the children at the beginning of each year so that they are clear what the marking means and what is expected of them when they respond.

Appropriate to the age of the children, the teacher will use a system to inform children of how they have achieved the learning objectives. (See appendix 1 and 2)

How do children evaluate their own learning?

Children achieve the learning intentions by using success criteria. At the end of lessons, children may be asked to peer mark or self mark as to whether they feel that they have met the learning intention (success criteria) or not: e.g. with a smiley face, straight face or sad face, or thumbs up etc. (Appendix 3)

Teachers may provide success criteria related to the learning intention to use as checklists for children to use when they have completed a piece of work.

Which other styles of marking could teachers use?

Self-marking/evaluating

Children are encouraged to self-evaluate by identifying their own successes and looking for an improvement point. The plenary may then focus on this process as a way of analysing the learning.

Shared Marking/evaluating

Teachers sometimes use a piece of work from an unnamed child on the whiteboard. This enables the teacher to model the marking process and teach particular points at the same time.

Paired marking/evaluation

Children have opportunities to mark their work in pairs. The following points are important:

- Children need to be trained to do this through modelling with the whole class, watching the paired marking in action;
- Ground rules should be decided as a class and adhered to;
- Children should point out one or two things that they like first and then suggest one way to improve the piece but only against the learning intention. The success to improvement ratio should be followed to avoid over criticism;
- Encourage a dialogue between the children rather than one child being the 'teacher';

What about correcting spelling, grammar and punctuation?

When children have completed a task, they should check for things that they know are incorrect in their work when they read it through.

All spelling, grammar and punctuation errors are not marked in every piece of writing but will be noted for a future teaching point. However, where spelling, grammar or punctuation is a curricular target, then children will be expected to attempt to meet their current target.

Children are given feedback about the elements that the teacher has asked them to pay attention to or is currently a curricular target. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning intentions.

How will this policy be monitored and evaluated?

Members of SLT and subject leaders will monitor books and talk to children about their work.

Marking will be focus of staff meetings at regular intervals.

Members of SLT and subject leaders will give feedback and support to staff

Reviewed: May 2016

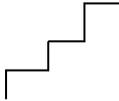
Approved by staff and governors:

Review Date: May 2017

(or to meet new legislation and practices)

Appendix 1

EYFS and Key Stage 1 Marking Code

	Learning Intention achieved
	Learning Intention partly achieved
	Learning Intention not achieved
	Next steps required
VF	Verbal feedback given
I	Independent work
S	Supported Work
G	Guided Work
	Finger Spaces
CL	Capital letter has been missed
FS	Full stop has been missed
<u>spelling</u>	Word is underlined

All teacher comments are to be written in purple.

Appendix 2

Key Stage 2 Marking Code

Yellow highlighting shows that either an answer is correct or work has met the learning intention.	
Green highlighting shows that this part of the work has not met the learning intention, or that an answer is incorrect.	
	Positive aspects of the work.
	A point to improve on, or respond to.
VF	Verbal feedback given
what <u>wot</u>	Spelling error (correct word is written in the margin)
I	Independent work
G	Guided work
S	Supported work
^	A word has been left out
a	Capital letter has been missed
All teacher comments to be written in purple. Children's responses to be written in green.	

Appendix 3

Children's self-assessment

	I think I have met my learning objective fully.
	I think I have partly met my learning objective.
	I do not think I have met my learning objective.