

**Atwood Primary School**

# **MARKING POLICY**



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**(or to meet new legislation and practices)**

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;
- Ultimately be seen by pupils as a positive 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 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. Pupils should initial to indicate that they have seen the results and if appropriate correct errors.

### **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. Acknowledgement 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 next to an aspect 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 are designed to extend pupils' thinking and move the pupil's learning on:
  - 'You have worked at ...'
  - 'You have shown a good use of adjectives'.

In order for the marking to be formative, the information must be shared, understood and acted on by the children. Therefore, time is planned in a future lesson for children to read and write a focused improvement based on the improvement suggestion.

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.

### **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, thumbs up or down, or traffic light system. 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**

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

#### **Shared Marking**

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

#### **Paired marking**

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

1. Children need to be trained to do this through modelling with the whole class, watching the paired marking in action.
2. Ground rules should be decided as a class and adhered to.
3. Children should point out two or three things that they like first and then suggest a way to improve the piece but only against the learning intention. Sometimes known as 2/3 stars and a wish. The ration of success to improvement ratio should be followed to avoid over criticism.
4. 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, pupils should check for things that they know are wrong 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. Feedback and support is then provided to staff.

## Monitoring of marking (grid)

**O – Outstanding**

**G – Good**

**S – Satisfactory**

**I – Inadequate**

<b><u>Focus (evidence of)</u></b>	
All work marked and up to date (3 days)	
Work marked by cover teachers	
Marking towards learning intention/success criteria	
Marking comments which pose a question or set a challenge	
Misconceptions in learning addressed	
High teacher expectations about quality of work (evidenced through marking comments)	
High teacher expectations about quantity of work (evidence – marking comments)	
High teacher expectations relating to grammar (evidence – marking comments)	
Good examples within work being highlighted	
Activities are adapted to match the needs of the learners – H,M,L, G & T	
Activities planned for the LA/SEN to work with independence/success	
Activities challenge the higher attainers	
Work is improving over time	
Children respond to comments	
Support symbols are being used	
Evidence of personalised learning targets shared	
Evidence of personalised learning targets being worked upon and met	

## Marking Code

LIA	Learning Intention achieved
Sp	Spelling
~~~	?
^	A word has been left out
W	Can you think of a better word?
//	Start a new paragraph
C	A capital letter has been missed or is in the wrong place
P	Punctuation
<u>U</u>	Needs underlining
VF	Verbal feedback
TS	Teacher supported
TAS	TA supported