

St Andrew's CEVC Primary School, Great Yeldham

Marking Policy



(Reviewed November 2016)

**St Andrew's CEVC Primary School
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Introduction

At St Andrew's CEVC Primary School we believe marking should provide constructive and consistent feedback to every child, focussing on success and improvement against learning objectives. Marking should help children to become reflective learners and to close the gap between current and desired performance.

Aims & Purpose

Marking should:

- Relate to learning objectives taught during the lesson.
- Give children recognition and appropriate praise for the success of their work.
- Encourage children, by demonstrating the value of their work, thought and effort
- Give children clear strategies on how they can improve their work
- Be accessible to children
- Use consistent codes throughout the school
- Measure progress against targets, school or national expectations
- Provide a tool for teacher assessment - diagnostic, formative or summative
- Help the teacher to evaluate teaching and inform future planning
- Be manageable for teachers

The purpose of marking is

- To promote the child's self-esteem, interest and respect for his/her work
- To encourage and praise by noting examples of good practice
- To demonstrate to the child our interest and concern for their work
- To focus the child's attention on some of the errors he/she made by being 'positive critics' and to suggest means of correcting them
- To evaluate individual progress
- To assess overall progress and to enable us to plan for future teaching to ensure progression
- To assess the effectiveness of our teaching

General Marking Objectives

If our marking is to be effective and of value to ourselves and to the child, it is important that teacher and child participate. Work should be marked with the child when practicable. 'Distance' marking should be a dialogue not a monologue. If the child is not involved, the chances are that the time teachers spend marking work is wasted.

We must focus on the **success criteria** for each piece of work and communicate this to the children before each piece is started or they may not be apparent to the

children. The learning objective is displayed in the classroom. The success criteria should be shared with the children and displayed in the classroom.

- Children may stick in success criteria for extended writing at the top/bottom of their work. This helps to raise pupils' awareness of the specific points, e.g. content, expression, vocabulary, grammar, genre, which will be the focus of marking.
- When we mark work it is important that we demonstrate consistency by marking to the success criteria set for the task.
- Marking may refer back to previous learning.
- Marking must focus on *improvement* not 'correction'. It should have a positive effect on the next piece of work produced by the child
- Exhaustive indication of every mistake is inappropriate for story, creative and expressive writing. Such work is very personal to the pupil, and is frequently written faster than the child's mind and hand can manage and as a result usually contains more errors than usual. It requires a different marking technique.
- Marking should be sensitive to the abilities of the child and his/her capacity to benefit from it. Marking should balance the desire to improve with the need to encourage.
- Marking needs to be consistent across the school but take account of the age group and key stage.
- The teacher's response to written work should be aimed at developing a dialogue between pupil and teacher
- Ideally a child should be with his/her teacher when work is marked so that the marking has the greatest possible meaning, both for pupil and teacher. However, the constraints of time mean that this is rarely possible and 'distance' marking is necessary instead.
- Children should respond to marking, otherwise there is no point in marking. Children must be encouraged to read marking and to respond in writing, verbally, individually or in a group activity.
- The children will benefit from marking if they understand the marking system. There is a need for a simple and consistent scheme of marking. The marking criteria should be explained to children and displayed in each classroom.
- Work in subjects must be quality marked.
- Work in foundation subjects may be marked with a lighter touch
- Every piece of work must be marked in an appropriate way
- Children are encouraged to make comments about their work through the use of self assessment and peer assessment which is linked to success criteria and individual targets.

- Teachers are asked to clearly indicate if a child receives verbal feedback by using the code VF. They may also find it useful to indicate whether the work was completed independently (I), with teacher support (T) or as collaborative group work (C).

Parental Involvement

Parents are given the opportunity to discuss the school's marking system during Parent Consultation evenings and also when they support their child/children during early morning work. Teachers inform parents of their child's progress and response to marking during these times.

Children are encouraged to share their next steps with their parents. The marking policy and criteria is available on the school website for all parents to access.

Marking Strategies

Summative marking - usually consists of ticks and crosses and is appropriate for closed tasks or exercises.

Secretarial marking of spelling, punctuation grammar etc. should **not** be applied to every piece of work. Children cannot effectively focus on too many things at once.

Focused marking should concentrate entirely on the success criteria of the task. The emphasis should be on success against the criteria and the improvement needed. Focused comments should help the child close the gap between what they achieved and what they could have achieved.

Self-assessment - when possible, children should self-mark tasks, individually, as a group, or as a class. They should also be trained to self-evaluate, identifying their own successes against learning objectives and looking for points for improvement. The traffic light technique can be used as a strategy.

Peer assessment- children should be trained to evaluate a partner's work identifying successes against learning objectives and looking for points for improvement.

Children must be trained in the process of self and peer assessment marking. Golden rules must be agreed to safeguard self-esteem. As with all marking children must be given time to act upon suggestions.

Frequency of Marking

Marking should take place soon after the work has been completed and handed back as soon as possible

- Marking can take place during the lesson - providing immediate feedback

- 'Distance' marking should be returned before the next session of that subject
- Long-term projects may be marked on completion - children need to be told this in advance

Marking of Extended Writing

Extended writing must be marked with constructive comments at the bottom praising the child's successes and indicating a feature for improvement. Comments should focus on the match to success criteria, quality of content, quality of expression, technical accuracy, and the commitment, shown in the piece of writing. This technique is referred to as 'focused marking'. Good features which meet the success criteria may be highlighted.

Marking of Maths Work

Maths work must be 'marked' to show whether each answer is right or wrong. A comment may also be added which tells the child how well he/she has met the steps to success and, when appropriate, which features need to be improved e.g. errors in processes, misunderstanding or concepts, misspelt vocabulary, accuracy, quality of presentation. If children have been successful in their work, marking must challenge them with a next step comment.

Marking Of All Other Work

Marking will be against the success criteria. Pupils are encouraged to take an active role in the learning process.

When appropriate, features such as errors in processes, misunderstanding or concepts, misspelt vocabulary, accuracy, quality of presentation will be commented upon.

Rewards

Rewards must be used for good effort, not only excellent work. We use a range of rewards:

- Praise
- Stickers
- Stamps
- Stars
- Smileys
- Team points
- Commendations

Children's Response to Marking

Children may be asked to respond to one written comment by:
Writing an improved word, phrase or sentence

Writing a sentence with correct grammar or punctuation

Re-working a maths answer

Children should be encouraged to respond to each other's work using the success criteria as guidance. Where appropriate, they should check and improve their rough drafts themselves, or use 'response partners', prior to writing out a final draft.

Children can also mark their own or each other's work against an answer key e.g. mental maths, arithmetic, tables tests.

Monitoring & Evaluation

The Senior Management Team and Governors will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment.
- Consistency in teacher's marking across the two key stages and between year groups.

Marking Improvement Prompts

1. A reminder prompt

Most suitable for brighter children, this simply reminds the child of what could be improved:

Say more about how you feel about this person

2. A scaffolded prompt

Most suitable for children who need more structure than a simple reminder, this prompt provides some support.

Can you describe how this person is 'a good friend'?

or

Describe something that happened which showed you they were a good friend.

or

He showed me he was a good friend when..... (finish this sentence)

3. An example prompt

Extremely successful with all children, but especially with average or below average children, this prompt gives the child a choice of actual words or phrases.

Choose one of these:

He is a good friend because he never says unkind things about me.

My friend is a friend because he is always nice to me.

KS1 & KS2 Marking Codes

Teachers and pupils must use coloured highlighters and pens to indicate success and next steps.

- Green for success.
- Red/pink for next steps.

Positives can be highlighted and next steps must be expanded on through a written dialogue between teacher and pupil under the work.

During self and peer assessment pupils must underline using the same colours.

Literacy

- Incorrect spelling -sp in margin with correct spelling, child to rewrite three times.
- Punctuation is corrected by putting a ring where punctuation is missing, or asking the child to return and amend punctuation through a red comment.
- CL = capital letter
- Full stop in circle = full stop

Mathematics - general marking

- tick for correct answer
- dot for incorrect digit/answer

Self & Peer Assessment

Children must self and peer assess their work using the traffic light technique in maths.

Green - I understood the task and completed it happily

Yellow/Amber - I needed support

Red - I found this task too difficult

It is best practice to encourage pupils in KS2 to write a reflective comment alongside their self and peer assessment.

Other codes:

VF - Verbal Feedback

T - Teacher support

I - Independent

C - Collaborative Group work

