

Marking Statement of Practice

We understand that the way in which children's work is received and marked, alongside the nature of the feedback given to the child, will have a direct bearing on learning attitudes and future achievements. The aims of this policy are to be followed by all. Commitment to this shared practice is crucial for the success of our children and in raising standards throughout the school.

Purpose:

- To recognise, encourage and reward children's achievement and celebrate success.
- To provide a dialogue between teachers and pupils providing clear appropriate feedback about strengths and areas of development within their work.
- To improve a child's confidence in reviewing their own work and setting future targets, by indicating the next steps in their learning.
- To indicate how a piece of work might be corrected or improved against assessment criteria.
- To inform learning and teaching, through impacting directly on the planning process.
- To involve parents more directly in reviewing their child's progress and to help in reporting to parents.

We believe strongly that marking should be manageable, positive, clear and appropriate in its purpose. It needs to offer positive benefits to staff and children and the outcomes of marking need to inform planning.

Management and Organisation:

It is important to encourage independent learners, ensuring that children have an awareness of their strengths as well as areas for development. Marking needs to offer positive benefits to staff and pupils and the outcomes of marking must inform the planning process.

- Children are made aware of the learning intentions of tasks/lessons and of the criteria against which their work will be marked/assessed. Therefore in all lessons staff actively share with the children the objective of the lesson in the 'I can...' statement or a learning intention and the success criteria in the form of outcomes and what the teacher is looking for. ***I can write an autobiography. I am looking for writing in 1st person, -ly and ing openers and vivid description of details and feelings.***
- The learning needs of individual children are understood and work is matched (differentiated) and marked appropriately.

- ☑ Children's work is marked in such a way that achievement is noted and corrections or next steps are identified where appropriate.
- ☑ Where appropriate marking and feedback is linked directly to the learning objective.
- ☑ All work must be regularly marked, preferably before the next lesson.
- ☑ Work is marked with pupils where possible and indicated by the teacher, using the agreed acronym.
- ☑ All marking is done in green **ink**.
- ☑ We do not use tippex.
- ☑ Pupil self assessment is facilitated by the agreed codings referenced later in the policy.
- ☑ Use of pen is introduced at Year Two (for neat presenting work as part of a Big Write) and used from Year Three onwards.
- ☑ We recognise that not every piece of work requires detailed marking i.e. certain pieces of work need only to be acknowledged marked and the teacher indicates as to whether the learning objective has been met.

Types of Marking:

- ⊙ Quality marking
- ⊙ Acknowledgment marking in line with objective
- ⊙ Oral feedback
- ⊙ Written feedback
- ⊙ Feedback in relation to Writing
- ⊙ Feedback in relation to Reading
- ⊙ Marking in relation to Maths
- ⊙ Written feedback in Science
- ⊙ Pupil self assessment
- ⊙ Peer assessment
- ⊙ Monitoring and evaluation

Quality Marking:

It is expected that *all* independent written work across all the curriculum is quality marked and the outcomes used as part of AfL (assessment for learning). Quality marking *must* include use of the coded mark system for Foundation Stage, Key Stage One and Two for corrections, acknowledgement of achievements where appropriate, and accessible but challenging next steps. Acknowledged achievements should be made in line with the learning objective and success criteria and not just a general blanket comment written in all books regardless of outcome. These may come in the form of written or verbal praise. Next steps should direct the pupil to amend or improve their work or relate to a current target area. Time in basic skills lessons is set aside for corrections and up levelling which is done on the left side page. In marking, the level of support given must be referenced. I

is independent work, TS for teacher supported, TA for Teaching Assistant supported and GW for guided write.

Positive language must be used at all times and if a teacher feels that there is a need to speak to a child about their work, then this must be recorded in the **planning book**, not on the child's work.

Oral Feedback:

Where possible oral feedback will be given to the children and indicated by a VF in the bottom left-hand corner of the page. If oral feedback is given on a regular basis then a record of the content of feedback must be included in the teacher's planning book

In Early Years Foundation Stage teachers understandably focus on giving oral feedback but may also write a comment with the child present. Staff may also record notes and observations on pupils' work as a way of gathering evidence for their Profiles. When oral feedback is given it should encompass an area for development so the child is clear as to what they need to improve.

A powerful model for oral feedback is whole class or group marking of one piece of work. The teacher will take the lead but invite contributions from children so the piece is marked through a process of discussion, analysis and modelling. Pupils will benefit greatly from this if regular sessions of this kind are planned for.

Written Feedback:

When written feedback is used, pupils are expected to read comments made on their work and may wish to discuss these with the teacher. Therefore time *must* be made available for this, for example registration time in Basic Skills is a good opportunity for reading comments, teacher/pupil discussion, correction and amendment. When making improvements to their work children are expected to use a pencil. The only exception to this rule is when pupils are extending or rewriting a section of written work on the left hand page. This should be completed in pen and asterisked to show it has been added after marking and feedback. Improvements should be acknowledged by the teacher and initialled.

Marking in relation to Writing:

As well as following the guidelines for 'Quality marking', FS2, KS1 and KS2 will be expected to use VCOP and criterion scale objectives in order to identify the features pupils have used within their writing. These will be used during 'Big Writes' or extended writing for various topics. VCOP grids and marking criteria are differentiated and **personalised** to meet the specific needs of each individual child. Teachers will ensure that marking is always clear in meaning, legible and an example of good handwriting. Spelling corrections should be limited so as not to overwhelm. Difficult words are given to

the children, however, spellings they are capable of getting right are left for the children to correct. Spelling mistakes will be underlined and 'sp' put in the margin along the same line. Corrections should be completed during allocated time and corrected words should be recorded in their spelling journals.

Marking in relation to Reading:

Parental comments in Home/School books should be acknowledged at least once a week by the class teacher's initials when reading records are checked and marked.

1:1 reading sessions should be facilitated for pupils who require further support, during assembly times, at the start of the school day or during reading sessions where extra support is available.

Progress in Guided Reading and next steps will be acknowledged during weekly sessions. A record of guided reading should be kept using the school's Guided Reading Planning Sheet. The focus of the session needs to be communicated to the parent.

Marking in relation to Mathematics:

If an answer is correct a tick will be used to indicate this, if it is incorrect a dot will be used to indicate the mistake. When a child has made a mistake as part of a calculation, the first part of the mistake will be circled to enable children to see where they have gone wrong. A correction or explanation is given or a prompt or scaffold to help the child complete themselves.

During allocated time for revisit, correction and enhancement children must not rub out or remove the original calculation but must rewrite it again under the sub-heading corrections. Where numbers are reversed this should be brought to the child's attention and additional time allocated for supported practice, recorded under their work. For pupils who have a sound grasp of a mathematical concept and no corrections are required, an extension question or activity should be given with an apply focus. This should expand on the original objective for more able pupils. For those children who are assessed as nearly achieving the I can statement, the teacher can give a reinforcement question.

Written feedback in Science:

Acknowledgement marking of a tick will be used where scientific knowledge has formed the basis of the lesson. Detailed quality marking will be carried out on work that is concerned with using and applying and scientific enquiry (SC1) and will be linked to the learning objective and success criteria.

Pupil self assessment:

As an intrinsic part of AfL pupils will be encouraged to be aware of how well they are doing in their work, through a number of self and peer assessment techniques. One technique already highlighted is the use of differentiated VCOP grids.

Children need to evaluate their own work to identify progress, demonstrate levels of confidence and help the teacher to provide future work. There are various ways in which we achieve this.

Traffic lights (Yr 1 - 2)



RED:

I don't understand the objective and need help.

AMBER:

I am starting to understand but need more practice.

GREEN:

I understand and feel confident with this.

Whenever children work in their language books, study books or maths books, the learning objective is accompanied by the traffic light. The children self assess using the criteria above. The teacher then assesses the work against the success criteria, also using the traffic lights, adding a comment where necessary.

In the Juniors, the learning objective is recorded at the top of each piece of work. The child is then expected to self assess using the following;

Double tick - I have achieved the objective and feel confident with this.

Single Tick - I nearly met the objective and will be secure with more reinforcement.

Circle - I struggled with this objective and need further support.

Children should be self assessing on a regular basis within all subjects and topic areas. The above examples should be used at the end of a piece of work and occasionally will be verbally acknowledged or commented on in writing.

Peer Assessment:

All children from Year Two upwards will be trained in the process of peer assessment. They will be trained in looking for success measured against success criteria and suggested improvements. As part of this training pupils must agree on 'rules of response' for peer assessment to safeguard self esteem and ensure it is a positive experience. Whole class and group marking of individual pieces of work, as mentioned earlier will support development of peer assessment. Pupils will use the same mark codes as the teachers. In writing, VCOP grids will be used as part of peer assessment where children

highlight different example used on the grids themselves. Also, in the upper juniors, children are involved in using assessment criteria to level pieces of writing, giving them a good idea of what different levels look like.

Monitoring and Assessment:

Members of the Senior Leadership Team and/or appropriate Subject Leaders will conduct a book scrutiny each half term to monitor the implementation of this policy and its impact on raising standards.


Review of Policy: This policy will be reviewed termly in its first year, based on staff feedback and monitoring outcomes.

Review date: September 2020

Appendix

Appendix 1 - Marking Codes: This is to be displayed in the classroom and in the front of children's Literacy books.

Key Stage One leading into Key Stage Two -

- VF your teacher has talked to you about your work.
- you have made a mistake.
- ✓ this is correct well done!
- ✓✓ excellent idea (etc) well done!
- ? I do not understand or this does not make sense.
- ^ a word is missing
- Sp spelling mistake (in margin with word underlined)
- P punctuation (in margin with error underlined)
- T tense (in margin with error underlined)
- // new paragraph needed here.
- *1 additional information required
develop this idea please.
- GW guided work
-  circle the first part of the mistake in maths work.
- I Independent work
- TS This piece of work was supported by the teacher

TA

This piece of work was supported by the Teaching Assistant