LIPSON VALE PRIMARY SCHOOL

Marking Policy

Lipson Vale Primary School – Marking Policy

Reviewed - Spring 2016

Next review - Spring 2018

Contents

	Pages
What is Marking	3
Guidelines for Implementation	4
Approaches to Marking	5
Feedback	6
Big Write Feedback	6
Assessment for Learning	6
Adapting Marking	7
General Marking – Marks and Symbols	8
Marking Numeracy	9
Rewards	9

Marking and Feedback Policy

We recognise that marking is integral to effective teaching and learning and is a vital part of assessing pupils' progress and attainment. It enables children's efforts to be valued, provides useful feedback, informs planning and can be used for target setting. When done well it can result in accelerated progress of up to eight months (Education Endowment Foundation).
This policy should be seen as a constituent component of both the Assessment Policy and the Teaching and Learning Policy.

What is marking?
Marking is the term used to describe an activity in which a pupil engages in feedback about the strengths, weaknesses and learning points in their work/learning.
The feedback may be oral or written. The discussion may be with a teacher, teaching assistant or one of their peers. Work is any form of output resulting from a learning opportunity. Our philosophy is that marking should: provide feedback to ensure that pupils know what they are doing well, identify aspects which are wrong and need correction **and** provide clear information as how to improve their work.

Marking is purposeful if:

- Pupils are made aware of their own progress
- Constructive feedback is given in order to improve standards
- Knowledge and understanding is assessed in order to inform future planning
- The feedback to children indicates success and future targets
- Children are given the opportunity to reflect on the feedback and to respond to it
- It gives the teacher information on which to judge the effectiveness of teaching and learning and the degree to which objectives have been met.

Marking should be informative for:

The child	…….	Have I done the work correctly?
	…….	Am I on the right lines?
		What else do I need to know / do?
	…….	How can I improve next time?
The teacher	…….	Has the learning objective been achieved?
	…….	Was my teaching successful?
	…….	What is my next step?
	…….	Does this work show a general trend across the class or cohort?
	…….	Does this help me determine progress?

The parent	……..	How is my child progressing?
	……..	Does this show where I can help my child?

Guidelines for implementation

- Marking should be clear and consistent throughout the school.

- In order to value children's efforts, marking of work should always take place. This can be in the form of verbal or written acknowledgement.

- Written comments are usually made, but this must move the children's learning on. Just a 'well-done' or 'good work' does not fulfil this. However comments will generally be positive, encouraging and indicate what the pupil should do next.

- Where verbal feedback has taken place the marker should indicate this on the piece of work (D = discussed, for e.g.)

- Marking will on most occasions relate to the objective of the work which is supported as all learning (especially core subjects) should have a "Can I ….. ?" statement as a heading.

- Where possible, marking should take place with the child. Where this is not possible, time must be given for children to read and reflect on the result of marking.

- Marking should be used to set clear targets for future learning. These targets should be conveyed to the children and recorded through verbal or written feedback.

- Overall trends within the class or groups should be identified by the teacher and communicated through their daily evaluations. These evaluations provide an on-going assessment of teaching and learning and so constructively inform future planning.

- Children should be encouraged to comment critically on their own work identifying areas of achievement and targets for the future and to regularly respond to feedback given.

- Work will be marked in a contrasting colour to the medium used by the child.

- The developmental school marking code should be used consistently. This should be displayed in classrooms so that the practice is clear to pupils, staff and visitors.

- Some pieces of work, such as 'Big Writes' and Writing Outcomes need more

specific annotation such as stars and wishes. Further details on this come later in the policy

- Marking will reinforce the high expectations we have of pupils but should have a positive effect on pupil's attitudes, understanding, motivation and self-esteem.

Approaches to Marking

Wherever possible marking should take place alongside the child but this becomes more difficult as the age and output of the children increases. However marking and feedback must be regular for all children to sustain progress so all teachers must give time to this vital part of assessment.

It is recognised that finding time to complete all marking every day can be challenging for staff so it is important to remember that long dialogue is often unnecessary. Once children know the marking symbols, dialogue can be reduced to a short challenge or a question.

Remember, you don't have to mark ALL work in detail. It is better to mark 1 or 2 pieces for each child a week well than to mark all work without relevant comments.

One approach suggested to support the marking challenge might look like this and will initially be trialled by Y5 (Spring 16) before rolling it out to Y6 as well, if the review is positive:

 Have a focus group/s for each lesson with whom you (the teacher) mark their learning as you are working with them or afterwards.

 A second group will have their work marked by your TA whilst she/he is working with them. You will need to check and sign this marking.

 Another group will peer assess each others' learning against particular criteria – having been trained to do this.

 Any other groups for that session will self-assess their work, again, against specific criteria and after having been trained to do this.

Over the course of the week, all groups should rotate and have had a combination of intensive marking / written feedback from the teacher, marking as a result of conferencing in the class – teacher or TA - and peer / self-marking that has been looked over by the teacher to identify how much the child has achieved in terms of volume etc.

Peer assessment will be introduced from Y3 e.g. when completing a success ladder for writing and built on through Y4 so that the pupils are ready to be more independent in these systems when they enter Y5.

Feedback

Teachers, in particular from Y2 upwards, will **plan time** for children to read and respond to marking comments and guidance on a regular basis. In the Early Years pupils should have the opportunity to respond to some feedback, this will be most effective when done at the time of completion, but it is recognised that this is more difficult as it relies on adult input.

Children should be given time to respond to marking comments. It has been suggested that this is a valid exercise for the start of a lesson or during

registration sessions. Up-levelling can also be a part of self and peer marking. Regular response time involves children as active learners and learning should move on as a result. This does not have to be a lengthy response every time, a simple signature or 'OK' / 'Thank you' will demonstrate that the pupil has read the comment. At other times they may be asked a question, asked to correct work or to try a challenge to move them on.

All progress tasks (e.g. Big Write, writing outcomes) must be fully marked (and Big Write should be levelled, once every short term) in order to support school moderation and assessment judgements. Pupil targets should be set from progress tasks, these may be suggested by staff who carry out Writing Conferencing sessions.

Big Write Feedback – it has already been established that effective feedback is one of the keys to children improving their writing. It is vital that staff are pro-active in setting time aside for this to happen as soon after the BW session as possible (once the marking is complete). This can happen in a variety of ways according to the age of the child: using one or more extra literacy sessions is perfectly acceptable for example. Others may prefer to work with a small group at a time as part of a carousel and where Writing conferencing takes place this may happen on a 1 – 1 basis. However every child should gain some feedback on their last writing and have some understanding as to how to move on / improve each time. Feedback, even with the most able children, will inevitably include teacher discussion with pupils as well as them reading their stars and wishes and carrying out some improvement activity on, or linked to, their written work.
At times it may also be appropriate to have a class or group follow up session if there is a particular aspect or more general issues which are common.

Assessment for learning(AFL)
Learning should indicate the view of the learner- this is demonstrated with simple traffic lighting.

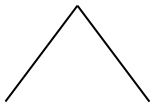
Green · - I totally understand the idea and feel confident I met the objective.

Orange · - I understood some. but not all and feel I need more practice.

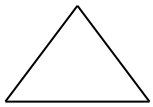
Red · - I am not sure and need more help

Key Stage 1 may prefer to do smiley, neutral or sad faces.
This is very useful as it shows the teacher how learning and confidence is progressing. It also makes the children become more active learners.
In response, teachers should use the following quick indication of how well the Learning Objective has been achieved next or near to the 'traffic light' at the top of the piece of work. As a minimum this should be used for Maths during the trial period but it is applicable and useful across all subjects and children should look for this symbol as part of their feedback time.

Learning covered but mistakes made suggesting that understanding is limited – comments should be made



Learning covered and some understanding demonstrated – comments should be made



Learning covered and objective achieved – comment not necessarily needed

Adapting marking

· The use of the mark and symbol chart will vary according to the age and ability of the pupil.

· Sometimes it is helpful if work is annotated at the start / top of the page to indicate if it was independent (I) supported (S) e.g. carried out with support of an adult or peer marked (PM).

· Markers will also use ticks, smiley faces etc. when providing feedback to the children and reward with Merit Stickers.

 Marking should highlight marking points for the child including celebrating successes and improvements.

· VCOP should be reinforced in all written learning marked.

Where books are being marked by a supply, cover teacher or trainee then this should be initialled to indicate who it was. This includes during PPA sessions. However if they are using books which are specifically for a PPA subject e.g. French / RE then these should be marked as normal.

General Marking

Marks and symbols

It has been agreed to use the following marks and symbols on work. How the marks and symbols are used will be dependent on the age of the children and the type of work being marked. All marking must be in a pen which contrasts to the colour used by the child so children clearly know it is from the teacher. Stars and Wishes and other targeted comments (particularly for Big Write and Writing Outcome) should be in red (for general comments / positive aspects) and green (for anything which is an action / moving on point / a 'gap' task action / areas for improvement).

sp	-	– at KS2 the incorrect word is underlined and the sp is written in the margin with the correct spelling. Children should add it to their spelling logs. In KS1 HF words may be corrected above the misspelling
◯	-	Missing or incorrect punctuation – at KS2 a **p** may be put in the margin to draw attention to it
^	-	missing word
?	-	confusing to the reader
/	-	finger space needed
//	-	New line or paragraph needed
✓	-	correct (with reference to focus)
T	-	Talk to me
D	-	Discussed – KS2
gr	-	Grammatical mistake – in the margin at KS2 with mistake underlined
←	-	Move writing across the page

Marking Numeracy

Work should be marked with a contrasting pen using the following symbols.

- ✓ Correctly answered.
- • Incorrect work.
- **D** To indicate that there was a discussion with the child.
- **C** A correction is needed

Rewards

Please note that when rewarding good work, for whatever reason, stickers should be given – for sticker reward cards in KS1 and Merit Cards in KS2. Relevant BLP stickers should also be given e.g. perseverance, collaboration etc.