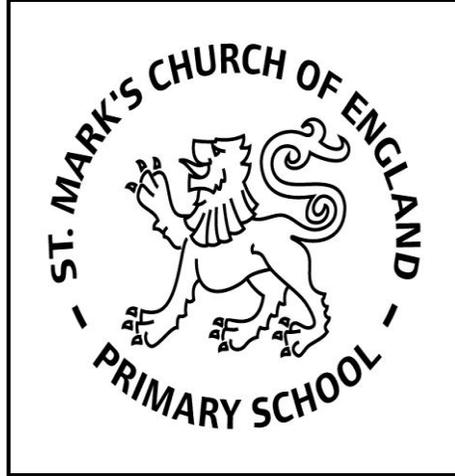


# Marking Policy



**“Every Child,  
Every Chance,  
Every Day”**



**Every Child, Every Chance, Every Day**

## **St Marks CE Primary School** **Policy for Marking**

### **Purpose:**

St Marks CE Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to identify areas for development or next steps, and evaluating how well the learning task has been understood. Marking should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that marking is the most important factor in accelerating pupil learning, so this policy is crucial for the school. The 'effective marking' model which we subscribe to states 'imagine what difference it would make if all children knew what they were good at and knew what they needed to improve'.

### **Aim:**

- To provide consistency and continuity in marking throughout the school so children have a clear understanding of expectations and next steps in their learning.
- To develop the self-esteem of all children through valuing their achievements.
- To create a dialogue, which will aid progression.
- To encourage responsibility and independent learners.
- To use the marking system as a tool for formative and ongoing assessment.

### **Agreed procedures for marking:**

- All marking to be written in school script as a model for all children
- All work to be acknowledged
- The involvement of all adults working with the children in the classroom;
- Marking to be a response to individual learning needs: e.g. marking face to face with some and at a distance with others
- This policy to be manageable for teachers and accessible to children
- All work must have a context and objective

- All end of unit/objective work to be marked in sufficient detail
- All adults to initial work they have taught/led

### Managing marking

The following guidance may support teachers in managing marking workload:

- When engaging in feedback conversations (for example, in guided groups), record questions and comments into the child’s book
- TAs and other adults working with children should write comments on children’s books about their work and/or to keep a record of learning conversations they may be having with the child
- Encourage self-and peer-assessment so that you are merely verifying children’s own judgments
- Do not ‘over-mark’ children’s work, especially for low ability children – stick to the success criteria where possible and highlight repeated mistakes only once, with an expectation that the child will correct them all
- Mark work during the lesson as you go around the room (where appropriate)
- For older children, mark only one paragraph in detail. In response to this detailed marking and feedback, the child can then amend a second paragraph to improve it.

### Marking Colours:

Pen colour	Used for	Subject
Yellow highlighter (Going for Gold)	Identifying examples of the LO being met in a piece of work	All
Green highlighter (Green for growth)	Identifying a word, sentence or part of the work where improvement can be made.	All
Green biro (Green for growth)	Reference to an improvement or scaffold prompt.	All
Red pen	Peer assessment	All

### Monitoring and judging marking – Linked to the Ofsted framework

#### Outstanding

- Strategies exist to acknowledge/celebrate the achievements of children and they are involved in setting next steps for improvement
- There is a very good level of response to personalised comments from teachers
- There is some subsequent response from the teacher
- Comments from the teacher are particularly focused and diagnostic, revealing very good subject knowledge
- Children actively demonstrate understanding of next steps

- High quality marking is done regularly and consistently across all subjects

## **Good**

- All children are set relevant, accurate next steps on a regular basis
- Self-assessment is a regular activity: children know what they are good at and what they need to do to improve
- Children revisit and respond to previous learning through written, post-task questions
- Children respond to personalised comments from teachers
- Marking is done regularly and consistently across all subjects

At St Mark's we aspire to the criteria described as outstanding, a non-negotiable is that all marking is at least consistently good.

Effective marking should enable effective learning for pupils and be as efficient as possible a process for the teacher.

### **Children responding:**

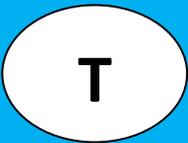
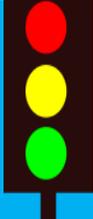
Children need to be held to account for any high quality feedback they are given. Teachers need to build in lesson time to enable children to respond to Next Steps feedback. This could be 10 minutes at the start of a new lesson or an entire session devoted to responding to feedback. It is expected that teachers regularly check children's green pen responses and subsequently respond to this to ensure they are understood and completed by the child.

This dialogue between teachers and children should be ongoing and purposeful. These Next Step questions or comments should be written at least twice a week, once in Numeracy and once in Literacy

When teachers want a child to look at a specific bit of work they should indicate this to the child using green biro

Teachers will need to model what 'good' and 'even better' looks like.

**Marking Keys:**

	<p>Learning Intention met</p>		<p>Marked with child</p>
	<p>Learning Intention partially met</p>		<p>Check spellings</p>
	<p>Learning intention not met</p>		<p><b>3 in 1 stamp</b> *</p>  Independent work  Adult assisted work  Teacher assisted work
	<p>Check target</p>		
	<p>Self Assessment by child</p>		
<p>An example of success</p>	<p>An example of the Learning intention met in a piece of work</p>	<p>An example of improvement required</p>	<p>An example of where a piece of work could be improved</p>

**Sharing objectives:**

Sharing learning objectives and generating success criteria with children leads to a stronger focus of learning and motivation and enables children to become more self-evaluative. The introduction of a new objective should include explanations of how children will use and apply their learning/the skill both in school and out.

**Peer and self-assessment:**

Peer assessment and self-assessment is much more than children marking their own work. To improve learning, it must be an activity that engages children with the quality of their work and helps them reflect on how to improve it. Peer assessment enables children to give each other valuable dimensions of learning: the opportunity to discuss, explain and challenge each other enables children to achieve beyond what they can learn unaided. Peer assessment helps develop self-assessment, which promotes independent learning, helping children to take increasing responsibility for their own progress.

- In groups with the teacher and as a whole class, children can analyse a specific child’s or an anonymous piece of work on the IWB. The focus should always be ‘what is good about the work’ so pupils view the experience as positive. This can be done at the end of a lesson or mid-way through. Mid way allows time after for all children to have a look at their own work or together with a partner.

**Traffic lights:**

Children will be taught how to ‘traffic light’ their work to indicate to the teacher how confident they feel in relation to the LO. Red indicates difficulty, amber shows a child managed but may have needed support and green that they were able to complete the task confidently.

**Praise:**

Work should be assessed, not only for aspects of success and improvement needs but holistically. Sometimes work meets the LO but lacks flair of flow. Stickers and stamps can be used to show the significant achievement of an individual as well as the ‘wow’ factor. This is done in addition to the marking keys.

Reviewed and ratified by Governing body	Autumn Term 2016		
Next Revision (Please highlight as appropriate)	Annual	<b>Biennial</b>	Tri-annual
To be reviewed	Autumn Term 2018		