ST. ANNE'S C.E.(VC) PRIMARY SCHOOL

MARKING POLICY

'Together With God, Making Learning a Life Long Friend'

Approved:	Spring 2020
Review Date:	Spring 2021

At St Anne's CofE (VC) Primary School we are committed to enabling each child to achieve their highest potential by providing a caring, purposeful and stimulating Christian environment for learning.

This policy has been written in consultation with the *'Eliminating unnecessary workload around marking' by the Teacher Workload Review Group March 2016.*

We mark children's work to develop pupils' self-esteem and to increase their learning potential by being constructive about their strengths and weaknesses and giving clear, achievable advice. Good marking encourages the child to reflect upon their work and to be clear in understanding what they should do to further raise their standards.

Feedback is information given to the learner and/ or the teacher about the learner's performance relative to the learning goals which then redirects or refocuses either the teachers or the learner's actions to achieve the goal. It can be about the learning activity or task itself, about the process of the task or activity, about the pupil's management of their own learning or their self-regulation or about them as individuals.

'The Sutton Trust- Toolkit of strategies to improve Learning'
(May 2011)

Assessment for Learning involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Pupils will achieve more if they are fully engaged in their own learning process. This means if the children know what they need to learn and why and then actively assess their understanding, gaps in their knowledge and areas they need to work on, they will achieve more than if they sit passively in a classroom working through exercises with no real comprehension either of the learning intention of the exercise or of why it might be important.

The 10 Principles for 'Assessment for Learning':
Assessment should;

- Be part of effective planning of teaching and learning
- Focus on how students learn
- Be recognised as central to classroom practice
- Be regarded as a key professional skills for teachers
- Be sensitive and constructive because any assessment has emotional impact

- Take account of the importance of learner motivation
- Promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.
- Provide constructive guidance about how to improve
- Develop learners capacity for self-assessment so that they can become reflective and self-managing
- Recognise the full range of achievements of all learners

Effective AfL involves:

- Sharing learning goals
- Helping children know and recognise the standards to aim for
- Providing feedback that helps children to identify how to improve
- Believing that every pupil can improve in comparison with previous achievements
- Both teacher and pupils reviewing and reflecting on performance and progress
- Pupils learning self-assessment techniques to discover areas they need to improve
- Recognising that motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques
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Characteristics of AfL:

- Using effective questioning techniques
- Using marking and feedback strategies
- Sharing learning goals
- Peer and self-assessment

Aims and objectives

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- provide quality oral and written feedback to pupils which will support them to improve;
- celebrate success
- encourage, boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- offer them specific information on the extent to which they have met the lesson objective and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide further challenge;
- provide a basis both for summative and for formative assessment and inform individual tracking of progress.
- provide the ongoing assessment that should inform future lesson-planning.
- make marking manageable for teachers and teaching assistants.

How do we ensure effective marking and feedback?

Four types of marking and feedback occur during teaching and learning at St Anne's:

i).Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.

ii) 'Light' written marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.

iii) Developmental Marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

iv) Self-assessment and peer assessment of the attainment and success of a piece of work.
This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Marking and feedback at St Anne's.

This is how we ensure our marking and feedback is effective

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- The marking should always be in accordance with the lesson objective and/or the child's own personal learning targets.
- Marking of communication language and English skills should be carried out in all curriculum subjects.
- Children must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication will be made e.g. individual, group or whole class verbal discussions regarding the outcomes of work. If a written comment is discussed verbally with an adult or another pupil, it will be highlighted.
- Marking given <u>only</u> in verbal form and not written down will be marked 'V' (verbal feedback given) or with a stamper.
- Comments should be appropriate to the age and ability of the child.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the success criteria for the task right from the outset.
- Teachers should aim to promote peer marking where children comment on each other's work and evaluate success against agreed success criteria.
- Whenever possible, marking and feedback will involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Written comments should be neat, cursive, legible and written in **green and red ink.**Green for positive aspects and red for next steps.
- The marking system should be constructive and formative.
- The formula for detailed marking is;
    - '<u>praise</u>,
    - <u>assessment against objective/ target</u> and
    - <u>areas for improvement and challenge</u>.

- Marking and feedback may also be given by a teaching assistant and any other adults who works with a child.
- Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.
- Good presentation is expected and will be marked.

Post-lesson marking should only focus on the independent groups, not the teacher or teaching assistant guided groups. Marking and feedback will have been provided by the adult during the lesson for the guided groups. The codes (appendix 1) should be used by staff during the lesson with the pupils in the guided group when necessary. Teachers and teaching assistants will provide feedback within the lesson when working with pupils from their allocated group (mainly verbal feedback). At the end of the lesson, teachers and teaching assistants will stamp the work and record the level of the children's understanding.

Self and Peer-Assessment

Pupils will self-assess their work using highlighters with Self-Assessment clearly recorded in the pupil's books. This should be informed by the Steps to Success. Provide children with time within the lesson to assess their work using self and peer assessment against the Steps to Success.

In KS2 children could peer assess each other's work using post-it notes.

Self / Peer assessment must be clearly be indicated where this has been used.

Role of other adults supporting

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done then it should follow this policy and be under the supervision of the class teacher.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the Staff Handbook (welcome pack) on arrival in the school. A copy of this policy can also be found in the class pack.

Students in school are required to follow this policy as appropriate, however the class teacher is also required to initial marking completed by the student to ensure quality assurance. Teachers will use professional judgment in discussion with the Headteacher or Deputy Headteacher to ascertain whether the marking of all pupils' work is monitored or a sample.

Rewards

To motivate and reward children for their effort and work, each year group consistently gives out the same rewards. Rewards may include:

- A visit to another teacher, the Deputy Head Teacher or Head Teacher for praise.
- A public word of praise in front of a group, a class, a year or the whole school.
- A particularly successful piece of work may be awarded with a sticker, stamper or team point in line with the school's system of rewards.

Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in Support Plans and agreements as appropriate.

It is the responsibility of the Headteacher and Deputy Headteacher to liaise with the Subject Leaders and to feed back to the Headteacher and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress

It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's passportas required.

Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Appendix 1

Codes

The learning title / objective / skill should be marked. The following codes indicate children's understanding and this must be evident on all work:

I= Independent
G= Guided
S= Supported either by adult or by effective differentiation.
V= Verbal Feedback / stamper
ST= Supply teacher

√√ = Learning objective met
√ = Learning objective met in part
• = Learning objective not met

- **English Codes and Guidance**

Spelling Errors
KS1 / KS2 – the incorrect spelling will be underlined, sp recorded in the margin and the correct spelling recorded at the bottom of the work. Only errors pitched at the level of the child will be picked up upon.

Punctuation that has already been taught (so should therefore be correct) will be annotated within the piece of writing. Children may be asked to continue to edit their work for this skill as necessary. This will be in the form of next steps.

Infrequent errors (e.g. missing comma) will be corrected within the writing by the marker.

Unnecessary punctuation will be circled within the writing.

Please see appendix 4 for clarification of the marking codes for writing for children.

- **Maths Codes and Guidance**

√ Correct
. Incorrect

Incorrect number formation is identified by underlining the digit (e.g. if it has been reversed or is incorrectly formed). The number is then written at the bottom for the pupil to practise.

Missing units of measure are identified by a line after the number (e.g. 78__) Pupil then records the units (e.g. 78 ml)

It is expected that all work will at least be acknowledged. Short written marking may still be used for pupils to respond to at the start of the next lesson. These should also be used

during the guided session by teachers and teaching assistants when appropriate. **Maths should be marked in more-depth at least once a week.** This may include the following:

Consolidation Question
This would be a question to consolidate what they have learnt the previous day. It can be used to see whether a pupil has retained a concept and as an opportunity to briefly revisit.

Challenge Question
This is used when the pupil does not require next day intervention but may benefit from a small challenge question. The response provides can be used as formative assessment for the teacher.

Modelling of a method
This is used when they have met the learning objective but have used an efficient method or made a mistake when using a method on a particular question (e.g. not lining up the digit correctly)

- **Foundation Subjects Guidance**

All Foundation Subjects should follow the codes stated above. Where applicable, English grammatical areas must be highlighted. It is expected that all work is at least acknowledged, (see codes above) with detailed marking of the subject taking place at least twice a half-term. Detailed marking may be in the following guise:

- Moving on comments
- Challenge questions
- Positive praise
- Consolidation questions
- Clarification of matter

Appendix 2

Non-negotiable Procedures for Marking

- All marking to be carried out in green / red pen.
- All marking to be carried out in clear legible handwriting in align with the school's handwriting policy.

- The marking code to be followed in all cases (see appendix 1)
- The marking code to be accessible to all children in the classroom.
- All pupils' work to be at least marked 'light' / 'acknowledged' by Teacher or Support Staff.
- In both Maths and English at least 1 piece of work per pupil should be developmentally marked in depth per week.
- In each Foundation Subject book (R.E, Topic, Science) at least 1 piece of work, per pupil, twice a half term should be developmentally marked in depth.
- Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils.
- When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. If a response is required for spelling no more than 3 spelling corrections for a piece of work will be given.
- Post-it note reminders can be used when a pupil is making an error that may be solved in the first instance through a daily reminder on their piece of work (e.g. 'Keep your writing on the line' or support with number formation by writing an example on the post-it note)
- Pupil response to comments should be clear so they have been completed. If in KS1 or Early Years this is verbal, it should be recorded at such. Response should be made as soon as reasonably possible in order to support pupils effectively.

Appendix 3

Examples of feedback responses requesting response.

Writing Prompts	Maths Prompts
Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add...(your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these... (extension questions/Consolidation questions)
	If the answer was ..... What could the question be?
Is there another way you could write this information (highlight sentence)?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence:	Finish this sentence: ..... (Explaining work)
Fill in the blanks:	Fill in the blanks: .... e.g. □2 + □6 = 6□
Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Boom! This sentence by adding	
Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.	Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.
Tell me ... that have ...? Tell me two sentences that have adverbials.	Tell me ... that have ...? Tell me two numbers that have a difference of 12.
What ... would you use to...? e.g. What word would you use show me what the character is feeling?	What ... would you use to...? e.g. What unit would you use to measure the width of the table?
	What are the ... of ... ? What are the factors of 42?

Please write another … connective/sentence that shows me how the caterpillar moved.	What is another … method that might have worked?
Show me how you think this sentence would work with …adverbials/connectives/ adjectives.	Show me how you think this will work with …other numbers/3 digit numbers?
Verbal: Please talk me through what you have done so far.	Verbal: Please talk me through what you have done so far.
Show me how you could write it with … adverbials, connectives, punctuation?	Show me how you could do it with … simpler numbers … fewer numbers … using a number line?
What would happen if…?	What would happen if…? e.g. What would happen if you started with 52?
What new words today? What do they mean?	What new words today? What do they mean? What maths words also mean…?
	Would it work with different numbers?
What if you could only use…? e.g. Short sentences, complex sentences, The adjectives for sight and sound?	What if you could only use …? e.g. Multiples of 5, 3 digit numbers, numbers less than 0?
What if you could not use…? What if you could only use…? Short sentences, simple sentences, the adjectives for sight?	What if you could not use…? Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?

Appendix 4

MARKING CODES FOR CHILDREN

I= Independent

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√√ = Learning objective met

√ = Learning objective met in part

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English

doesn't make sense, please read again.

sp (in margin) wot = incorrect spelling

extra punctuation not needed, or incorrect punctuation used.

√√ wonderful vocabulary / phrase / use of punctuation

CL= Capital Letter needed

FS= Full Stop needed

Maths

√ Correct

. Incorrect

P = 9 incorrect number formation

78__ missing value e.g. ml