

Policy and Procedure: Marking

Date of Board Approval: September 2017

Reviewed: September 2018

Review date: September 2019



Rationale

This policy allows for a developmental approach to marking and responding to children's work. Marking of children's work is a fundamental part of the process of teaching and learning in school and is an important part of the assessment process. Marking demonstrates a respect for the work produced, gives constructive feedback and indicates the ways in which the individual child can improve. Marking will be subject and age appropriate and tailored to the task and the needs of the child.

"Learners need information and guidance in order to plan next steps in their learning. Teachers should: pinpoint the learner's strengths and advise on how to develop them; be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work" (Assessment Reform Group, 2002)

Aims

- To ensure focused and immediate feedback.
- To recognise, encourage and reward children's effort and achievement, and thereby raise their self-esteem and in turn build their resilience.
- To provide children with clear appropriate feedback about the strengths and weaknesses in their work and detail the direction of future learning in the form of targets and next steps.
- To focus a child on their targets and improve their confidence in reviewing their own work through self-assessment and setting future targets.
- To communicate teacher expectations and encourage children to strive to improve and raise standards.
- To reinforce the learning objectives and provide guidance on how a piece of work could be corrected or improved against the success criteria.
- To inform future planning.
- To provide a record of pupils' progress.
- To help parents understand strengths and weaknesses in their children's work.

Principles

- If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development (learning targets) it is essential that:
- They are made aware of the learning objective of the lesson and the success criteria against which their work will be marked / assessed.
- The learning needs of individual children are understood and work is matched and marked appropriately.
- Work is marked in such a way that achievement is acknowledged and teaching points are highlighted.

Marking Guidance

- Teachers to mark work in red.
- For marking to be most useful it needs to be during or as soon as possible after the completion of the work. In the case of Guided tasks, feedback will take place during the session and may be given on a group or individual basis. This can be oral and /or written; formal or informal.
- Marking may take place with the child present. Where appropriate, work should be ticked and be accompanied by a positive comment with the next steps being identified through the use of strategies for improvement; actions, questions and challenges. Next steps should be identified and given at least twice a week. Comments should be written in a language that the child understands and be neat and legible. Teachers may wish children to reply to teacher's comments.
- When marking takes place after the work has been completed, the teacher will sometimes make a positive comment celebrating the children's achievements, and often provide a next step. This may need to be shared with the children at the beginning of the next session or piece of work.
- Marking will relate to the Learning Objective, in the form of **LO: I can...** and will be marked against the success criteria in the learning objective header. The success criteria will have a must, should and could step. Where marking is part of summative assessment, a standard or score will be included.
- Marking should support differentiation and may include questions to extend or focus children's thinking. It should identify support as appropriate (**I** - Independent, **S** – Supported and **G** – Guided activity)
- Where verbal feedback has been given, this will be indicated with **VF**.
- Work marked by adults other than the Class Teacher/TA should be initialed and dated and recorded as marked by a Supply Teacher.
- Good presentation is expected and may be commented on. The long date will be used in English and the short date in Maths (e.g. 05.09.18) and the learning objective will be underlined using a ruler.
- Marking will celebrate success wherever possible in order to raise self-esteem and encourage children to learn. Teachers use as rewards: stickers, dojos and smiley faces to give recognition and appropriate praise when marking pupils' work.
- Self-assessment is important and children are encouraged to peer mark and evaluate their own/others' work.
- Time should be given for the children to read, reflect and respond to marking and in turn edit / improve their work using a purple progress pen. Teachers will then mark the pupils' corrections.
- There is an expectation that written work across the curriculum is regularly set and marked in line with school policy.

- Wherever possible, marking will be positive, but where work is unacceptable due to lack of effort, this will be communicated to the child and the task repeated.
- Spelling, punctuation, grammar and handwriting comments may not be asked for in every piece of writing. Comments should be restricted to learning intentions, common errors and selected spellings as appropriate in line with the year group and/or need of the child. A maximum of three spellings or three GaPs will be identified in the margin in a piece of work.
- Targets are set for the child to achieve, and based on the teacher's assessment of a child's knowledge, skill or understanding in Reading, Writing, Maths and Science. Targets are shared and agreed with the child.
- Targets which have been met are dated and the symbol T noted in a child's work. Evidence of the targets been met three times would lead to another new target set. Outstanding effort and achievement will be shared through the weekly whole school assembly.

Learning Objective Headers

Foundation Stage

L.O:		Date
Steps to Success:		Teacher Assessment
Must:		
Should:		
Could:		
GaP1 © GaP2 ● GaP3 adj ✎ GaP4 👁		

Year 1

L.O:		Date
Steps to Success:		Teacher Assessment
Must:		
Should:		
Could:		
GaP1 © GaP2 ● GaP3 adj ✎ GaP4 👁 GaP5 🚪		





Year 2

L.O:		Assessment	
Steps to Success:		Teacher	Self
Must:			
Should:			
Could:			
GaP1 © ● GaP2 ?! GaP3 adj ✎ GaP4 📖 GaP5 🧑🔑 GaP6 🚤 GaP7 ’ GaP8 🧩			







Year 3

L.O:		Assessment		
Steps to Success:		Teacher	Self	Peer
Must:				
Should:				
Could:				
GaP1 © ● GaP2 ?! GaP3 adj ✎ GaP4 🚪 GaP5 🧑🔑 GaP6 🚤 GaP7 ’ GaP8 “”				







Year 4

L.O:				Assessment												
Steps to Success:				Teacher	Self	Peer										
Must:																
Should:																
Could:																
GaP1	©	●	GaP2	?!	GaP3	adj 	GaP4		GaP5		GaP6		GaP7	,	GaP8	“”





Year 5

L.O:				Assessment													
Steps to Success:				Teacher	Self	Peer											
Must:																	
Should:																	
Could:																	
GaP1	©	GaP2	() - ;	GaP3		GaP4		GaP5		GaP6		GaP7		GaP8	adj 	GaP9	?!,:;“”

Year 6

L.O:				Assessment													
Steps to Success:				Teacher	Self	Peer											
Must:																	
Should:																	
Could:																	
GaP1	©	GaP2	() - ;	GaP3		GaP4		GaP5		GaP6		GaP7		GaP8	adj 	GaP9	?!,:;“”
GaP10	If → Then	GaP11	De:De Description : Details														

Agreed symbols for Marking/re-drafting

SYMBOL	FUNCTION
	Learning objective met - You have understood this work
	Learning objective partially met - You are beginning to understand this work
	Learning objective not met - Please see me.
Sp	Spelling error. Copy this word three times.
I	Independently completed
S	Supported
G	Guided activity with adult
VF (Focus)	Verbal Feedback (Focus)
??	Does not make sense
//	New paragraph needed
T	Target met
	Next steps