

Glory Farm Primary School
MARKING POLICY
October 2016

Rationale

Glory Farm Primary School is committed to providing relevant and timely feedback to children, both orally and in writing. Marking intends to serve the purpose of valuing children's learning, helping to diagnose 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 and educator, through which feedback can be exchanged and questions asked; where the learner is actively involved in the process. Children need to be aware of the next steps and shown how to improve to develop personalised learning.

Aims

We aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations.
- Use the marking system as a tool for formative on-going assessment.
- Improve standards by encouraging children to give of their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their achievements.
- Create a dialogue which will aid progression and develop personalised learning.

Principles of good marking

Good marking or annotation of children's work should:

- be positive, motivating and constructive
- be at the child's level of comprehension
- not penalise children's attempts to expand their vocabulary
- be written in handwriting that is legible and a model for the child
- be frequent and regular and reviewed by the teacher
- provide information for the teacher on the success of the teaching
- relate to the Learning Objective of the lesson but also relate to basic skills in English and Maths – linked to phonics, grammar and mathematical concepts (linked in with SIP)
- positively affect the child's progress
- contain comments from the teacher which are particularly focused and diagnostic, revealing very good subject knowledge
- relate to English or Maths targets once a week
- ensure children can actively demonstrate a good understanding of targets set
- be consistent across all core subjects

All teachers will follow the above principles and:

- Give regular written and oral feedback (this needs to be timetabled in for each child once a week)
- Provide time in lessons to review work from previous lessons.
- Adjust planning in the light of marking.
- Make learning objectives explicit.
- Involve children in the process from an early stage.
- Ensure children are clear about the teacher's expectations.
- Use children's work as exemplars.

Types of Marking

Verbal Feedback: It is important for all children to have verbal feedback from the adult working with them. This may be to correct a child's understanding or to extend the child's learning. The teacher must indicate where verbal feedback has been given using the symbol 'VF'. This must be timetabled in for each child once a week, but should happen on other occasions too.

Summative feedback / marking: This usually consists of ticks and dots and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups. An example of this would be a spelling test.

Formative feedback / marking: Some key pieces of work which form the basis of learning to be built on will have more in-depth marking than other work. For example, in English at the end of a unit, there must be a corresponding marking ladder (this must be differentiated according to the ability of the children). When the marking ladder is completed by child and teacher, the child must make a comment about how he / she could make improvements next time and the teacher must mark using an 'effective feedback for learning' comment in order to:

Step 1: show success

Step 2: indicate improvement

Step 3: give improvement suggestion

Step 4: make the improvement

Comments examples:

Step 1 – Wow! That was a great paragraph.
I really enjoyed reading your first sentence.
Well done for remembering your finger spaces.
You named these shapes really well.
Wow, you are able to add up decimal numbers using the column method.

Step 2 - Next time try to change the way you start sentences.
Can you remember to start it with a capital letter?
Now try and keep your letters on the line.
Could you have told me how many lines of symmetry they had?
Did you put all of the numbers in the correct columns?

Step 3 - Slowly, the children crept up the stairs.
The elephant ate all the apples.
Give the child a shape or a sum to do and check.

Step 4 - Ensure appropriate time is given to enable children to do this.

It is also important to recognise when a child has responded to your marking by actually trying to '*keep their letters on the line*'. Teachers must acknowledge this and comment appropriately to ensure that the dialogue is on-going between themselves and the child.

Assessing Pupil Progress

Formative assessment takes place in Writing, Reading and Mathematics. In English each half term every child must write an **unaided piece of writing** which is based on the half term's current topic or English work. The skills needed for the piece are gradually built up and on some occasions differentiated planning sheets are provided so that the children can plan their work. This is providing opportunities for children to use and apply skills learnt throughout the term. Each piece of writing needs to be kept in the child's Assessment Folder which is passed up to the next teacher at the end of the year.

Examples of other styles of marking

Self marking / self assessment: Children need to regularly mark their own work under their teacher's guidance. Children must also self-evaluate their learning by identifying their own successes and looking for an improvement point. Opportunities within the lesson (mini-plenaries) or at the end (plenary) may then focus on this process as a way of analysing what the children can or cannot do.

Paired marking: Children may sometimes work in pairs. Paired marking must include two positive comments and a development point (using the same format as the teacher). Children need to be taught how to do this through modelling with the whole class, watching the paired marking in action.

Peer assessment: This is similar to *paired marking*, however it is done independently.

Marking keys

Green pen must be used for all marking.

KS1 Next to the learning objective in the child's book there should be a coloured dot / circle put to clearly show whether the LO was achieved (green), achieved with support (orange) and not achieved (red).

If the child worked in a Guided Group, this should be clearly marked at the top of the work (GG) and the adult's name. Eg (GG) Mrs M.

(VF) shows where you have given verbal feedback to the child.

(√) next to a positive comment if the child can read it.

(Ch) shows that a challenge has been given for the child to do.

(T) shows the Target for a child and should be referred to by the teacher, taught, and then an opportunity given for that target to be met weekly (English).

KS2 All children must write the learning objective in their book unless there is a recording difficulty in which case an adult may do that.

Next to the learning objective in the child's book there should be the following: (A) if the LO was achieved; -->(A) if the child still needs a bit more practise; (D) meaning that we need to discuss this.

If the child worked in a Guided Group, this should be clearly marked at the top of the work (GG) and the adult's name.

(VF) shows where you have given verbal feedback to the child.

(√) (√√) next to a positive comment.

(Ch) shows that a challenge has been given for the child to do.

A challenge / next steps must be given at least once a week in Mathematics and English.

(T) shows the Target for a child and should be referred to by the teacher, taught, and then an opportunity given for that target to be met weekly (English).

TAs If a TA / HLTA has worked with a group then they should be asked to mark accordingly – colour coding for KS1 and showing (A) etc for KS2. In Mathematics they should also mark whether work is correct using a tick or a dot.

Peer / Self assessment

Please see the attached labels – these should only be used for peer and self assessment. The children in your class will need guidance and support in developing these skills.

There is a key (attached) which clearly explains what these symbols mean, which must be stuck inside every exercise book used for any core subject.

Jane MacLachlan

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