



St. Breock Primary School Marking Policy Autumn 2019



1. Introduction

Each pupil's development requires our understanding of his/her needs, personality and growth. To ensure this ongoing development and to see that every pupil realises their full potential, marking should be productive in its outcome and child-centered. All marking should aim to be positive, clear and appropriate in its purpose.

Marking of all work throughout the curriculum is an expression of the pupil's own achievements as well as a method of guidance and highlighting future targets.

2. What do we mean by marking?

Marking is the term we use to describe an activity in which a pupil engages in discussion about the strengths, weaknesses and learning points in his/her work. The discussion may be with a teacher or teaching assistant or another pupil. The feedback may be oral or written. Work can mean any form of output resulting from a learning opportunity.

3. Purpose of marking

Effective feedback and marking should:

- Focus on the pupil's achievements by recognising, encouraging and rewarding his/her efforts and progress.
- Have an immediate positive effect on pupils' understanding and knowledge.
- Provide clear feedback to pupils about current work, identifying strengths/weaknesses and points for further development in their learning.(Next Steps)
- Inform the teacher of the needs of groups and individual pupils when planning for the future.
- Provide a record of a pupil's attainment that may, or may not, be derived from the National Curriculum programmes of study/ ARE.
- Demonstrate to others that pupils' work is being monitored.
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4. Principles behind our marking policy

- Marking should be fair and consistently applied by all staff including newly appointed members of the team and supply staff.
- It needs to be positive, constructive and sympathetic without ignoring areas of difficulty.
- It should be selective and appropriate to the pupil, taking into account his/her individual needs and future targets.

- Criteria for marking should be established with the pupils before the work begins, through sharing and recording of the lesson objective.
- The teacher should acknowledge all work even if it is not marked directly.
- Marking needs to be informative to teachers, parents and pupils, and where appropriate, should involve the latter.

5. Who marks?

Standards should always be of a consistently high standard whoever is marking.

- Teacher
- Teaching assistant – the expectation of teaching assistants should be to mark the work of a group they have worked together with in order to comment on progress and/or next steps or to complete administrative marking such as spelling tests or whole class fluency lessons. Teaching Assistants should not be expected to mark whole class books or mark when they have not worked with that child on a task and therefore have no comment to make in order to move the learning forward.
- Pupil (self-assessment using a symbol or comment)
- Another pupil, e.g. response partner
- Supply Teachers should mark all work associated with the lessons that they have taught and should be completed before the class teacher returns to class.

6. Marking methods

- blue pen by classteacher for comments / next steps – at least once a week; black pen by Teaching assistants
- Children self-assess their work using:
 - KS1 – stars;
 - KS2 GHP – G = got it; H = hard/help; P = practice (close to the Lesson/ learning objective at the top of page).

KS2 teachers highlight learning objective in green if achieved. Teacher signature on achieved next steps.

- Ticks, dots, underlining, circles, etc., depending on purpose. These should be used economically so as not to smother or deface work.
- Ticks should be as in obtrusive as possible and could be positioned over to the right hand side of the page in the case of written answers to questions. Try to avoid the sprinkling the page with ticks.
- Comments/symbols written in margins or at the bottom of the page. See attached sheet for specific symbols to use.
- KS1: pink highlighter – “think pink” – something to improve
Green – “great” – something done well.
- KS2: green highlighter – “good”.
- KS1 use marking stamps for easily understood visual feedback
- Purple Pen for corrections in Y2 up.

7. The pupil's role in marking

At St Breock School we see the child as the first marker. Children are encouraged to proof read their finished work and should not view the teacher as a personal secretary. Children are taught to proof read from the end of their work upwards so that each word is seen independently for checking.

Marking, and how marked work is followed up with the pupil, can play an important part in involving the pupil in improving his/her performance. In order for improvement to take place, the pupil must first know the purpose of the task, then how far this was achieved, and finally be given help in knowing how to move closer towards the desired 'goal'. Children correct their marked work during 'R' time (retry/rethink/redo) within each class, therefore having an opportunity to learn from their mistakes.

One of the ways in which we provide effective feedback when work has been marked is through the use of *Marking Ladders*, based on the success criteria agreed at the outset of an activity. These give detailed information on what has been achieved and where improvements can be made. Time is then built into lessons for the pupil to reflect on the marking and respond to it, perhaps by making some improvements to his/her work. Reference will also be made to the pupil's personal targets.

'If children are asked to focus on fewer aspects of their work, thus maximising effort and concentration on that skill or concept, and if the subsequent feedback reflects those aims, the child is more likely to reach a higher standard of achievement.'

'Assessment in the Primary Classroom' by Shirley Clarke

On occasions paired or partnership marking may be used, where pupils choose a suitable partner to discuss their work with or invite pupils to comment on their work as a group. *Learning Partners* is the term we more commonly use for this form of feedback. For this role to have a positive impact on learning the following points are important:

- Success criteria/learning intentions are essential otherwise there is a tendency to talk about neatness and punctuation.
- One-to-one response partner work should take place after pupils have had experience in larger groups with teacher control.
- Pupils need to be clear about their role as a 'response partner'

Example: Years 5/6

A response partner is someone who:

- Talks about my work against the success criteria.
- Makes me feel good about my work because he/she points out what I have done well.
- Tells me how I could improve my work.

Latest research has shown that pupils of similar ability should be chosen as 'response partners' for feedback to be more effective.

8. Marking Codes – Suitable for Key Stage Two

A marking code displayed on each classroom bookshelf and showing progression in ability.

9. Next Steps / Target setting

Next Steps are given at the end of a piece of work to move the learning forward. Children are given 'Improvement time' to carry these next steps out. Next Steps may not always be given but should be part of a deep marking exercise once a week as a minimum.

10. Presentation

- Teachers should make sure that they model cursive handwriting which is always grammatically correct when making comments on children's work.
- Use the child's name wherever possible.

11. Monitoring and Evaluation

Curriculum coordinators alongside SMT will monitor the effectiveness marking process in their subjects through sampling of work, observation of lessons and from discussions with pupils and teachers.

This policy document will be reviewed as detailed in the School Development Plan.

St Breock Primary School Marking Codes

What your teacher has written	What it means
✓	Correct answer or workings
C C	You need/don't need to use a capital letter
• •	You need/don't need to use a full stop
, ,	You need/don't need to use a comma
“ ” “ ”	You need/don't need to use speech marks
//	New paragraph
sp (and word underlined in Y3/4)	Spelling mistake
(R)	Repeat – Redo - Rethink
Green highlighter	Good – something done well
Supply	Supply Teacher
(S) + adult initials	With support
VF	Verbal feedback given
NS	Next steps

Please correct your work with a purple pen above the original mistake.

If you are not sure, remember: Brain, Book, Buddy, Boss.

Always self-assess your work at the end of a lesson using:

G (*Got it!*) **H** (*Hard*) **P** (*I need more practice!*)

Blue Pen – Class teacher

Black Pen – Teaching Assistant