

COLLEGE ROAD PRIMARY SCHOOL MARKING POLICY

RATIONALE

Marking is an integral part of teaching and learning, being an important aspect of the interaction between pupil and teacher and a key element of assessment. It gives a strong message to the pupil about the importance, relevance and value of the tasks being undertaken. The different aspects and styles of marking need to be clearly understood by pupils and teachers. Whilst there should be a consistency of purpose throughout the school the style of marking may change according to the age of the pupil and the preferences of the individual teacher.

AIMS

- To raise standards by ensuring that teachers are fully aware of the ability of the pupils and of any misconceptions they may have.
- To allow teachers to be fully aware of the pupils' response to individual learning objectives.
- To ensure that pupils have a clear understanding of their progress and what they must do to improve.
- To produce evidence of the pupils' progress.
- To increase the pupils' levels of motivation.

GUIDELINES

Marking should give an indication of how well a task has been attempted or completed, which aspects were particularly successful and should contain praise when appropriate. It should give the pupil an indication of what needs to be done to improve. All marking will be done in GREEN Pen.

Marking – Assessment for Learning Approach

Marking responds only to the very specific success criteria (Success Criteria [SC] in KS 2 or WILF – What I'm looking for in KS 1) that have previously been shared with the children. Written comments will only refer to these but should be preceded by a short recognition of effort e.g. 'An excellent piece of writing'. Learning muscles should also be included in comments, e.g. 'try to use your capitalising muscle when choosing appropriate punctuation'. The marking response can be at one of three levels:- Reminder, Scaffold and Example.

Reminder:

Next time, don't forget to use an exclamation mark.

OR

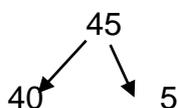
Remember to add the answers together after partitioning.

Scaffold:

Choose one of these adverbs to make this sentence better –
slowly, speedily, swiftly

The enormous spider crawled _____ up the teacher's leg.

OR



Now you try this one: 68



Example:

Make sure that you use a comma after the opener like this:

Turning quickly, the girl dashed up the stairs.

OR

Next time try it like this, please:

	40	5
8	320	40

$$320+40=360$$

Targeted Marking will feature 3 stars and a wish/ next step (2 stars and a wish/ next step in Foundation and Key Stage 1). (Two or three highlighted examples of success criteria being met and one opportunity to reinforce or move their learning forward.) If all Success Criteria are met, the teacher will write 'LA Met' at the end of the piece of work. They should also indicate if the LA is partly met or not met.

What should be marked?

The constraints of time mean that not all pieces of work can be marked to the same level of intensity. However, there is an expectation that as marking informs future progress, there should be regular and thorough feedback given to every pupil. For example, teachers may choose to 'quality mark' one group's work intensively each day or all pupils' work at a particular point in a series of lessons. These points may be identified in Medium Term Planning as assessment opportunities or may be at a teacher's discretion, based on the needs of individuals, groups or the whole class. It may be that the quality marking takes place during the writing process e.g. at the planning stage, which would therefore mean that the final product may not be marked in such detail. When work is not marked intensively an acknowledgement should be given that the teacher has read this through – this can be as simple as teacher's initials and a tick, smiley face or sticker.

What should be the focus of marking?

Marking will refer to the Learning Aim (KS 2) or WALT (KS 1), but might also cover more general objectives e.g. capitalisation or punctuation, at the discretion of the class teacher. Pupils need to understand that not all mistakes will be corrected unless they are linked to the Learning Aim/WALT.

However, when quality marking a piece of writing, it is expected that the teacher will choose 2-3 incorrect spellings for the child to practise. The incorrect spelling should be underlined and 'sp' written in the margin. The correct spelling should be written under the piece of work with space for the pupil to copy it 3 times. In Key Stage 2, it may be appropriate that the child independently looks up the correct spelling of the misspelt word in a dictionary. The spellings that are chosen should be ones that the pupil consistently spells incorrectly or are focuses for phonics such as High Frequency Words; names and words that are infrequently used would not necessarily be appropriate choices. In addition, presentation may be commented on and, when appropriate, could form part of the Next Step/Wish.

How should work be marked? Different tasks will call for different methods and levels of marking. E.g. some work will not require a full AFL approach. But it is still important to highlight next steps e.g. 'don't forget... next time...'

Highlighter Pens or double ticking should be used by teachers in order to give instant indication of where success criteria have been achieved. They could also be used by children when doing peer or self-assessment.

Verbal feedback gives a clear indication to the pupil of how they have performed, positive and negative aspects and what to do next. Consideration needs to be given to whether it is given publicly or in private. Conferencing is an extended form of verbal feedback in a one-to-one or small group situation that allows for more detailed and focused feedback and advice on next steps for the child's learning. Conferencing is invaluable and is highly recommended as a method of feedback. Where verbal feedback is given, the teacher will put 'VF' at the end of the work to indicate this has occurred.

Pupil/Peer Marking hands over responsibility to the pupil and can be a non-threatening way for pupils to analyse their work against specific success criteria before it is seen by an adult. Peer marking can be used in a variety of learning contexts and is motivational and enjoyed by children as it hands over some ownership for their own and others' learning. The use of another colour pen e.g. a Redit (Red editing) pen, allows children to show their editing and improving skills clearly and differentiates their editing from the teacher's marking.

There needs to be an indication of whether the children worked independently, collaboratively with a teacher or TA or in a one-to-one situation.

With teacher = T

With Teaching Assistant = TA

Layered Targets will be recorded with the symbol LT

Symbols to be used

Both Key Stages have created class 'child speak' posters which show symbols used by class teachers and explain their meaning. (see appendix 1)

When should the marking take place?

For marking to be really effective it should occur **as soon as possible** after completion of the task. It can happen:-

- During the lesson where the teacher is working with a group during 'guided' or 'independent' tasks. Where these sessions are fully interactive the opportunity exists for several of the above forms of marking to be employed and allows for discussion with pupils.
- At the end of the lesson and as part of the plenary.
- After the lesson, but before any follow-up lesson. Constraints of time may limit this to the work of one or two groups. (Possibly including the next group to be the focus of 'guided' task)

Who should mark?

Work produced during a lesson should be marked by the teacher who planned and delivered the lesson. Supply teachers and trainee teachers should indicate that they marked the work to make it clear that it was not marked by the class teacher. It is expected that supply teachers and trainee teachers mark any work that they have delivered. Exceptions may be where a teacher is marking work from another class for moderation purposes. Teaching assistants may help the teacher to mark work where the outcome is objective (for example, spelling and maths tests) and should indicate this by writing 'marked by TA'. They may also indicate **how** the children participated in the task.

What should be recorded?

The results of termly progress writes as well as normal extended pieces of writing should both be considered in order to decide upon the assessment to be recorded in the School Pupil

Tracker www.spto.co.uk (3 times per year). E.g. a number of pieces of writing may be considered in order to give a judgement of a Y3 high.

In addition, maths, reading and Speaking and Listening Teacher Assessments should be recorded at the end of each long term (December, April, March) and it is vital that teachers carry out regular assessment of pupil's work in Reading, Writing and Maths and share this with pupils so that they are aware of the progress they are making. Science attainment should be recorded on SPTO at the end of each academic year.

Linking Layered Targets to Marking

Often, marking may specifically refer to what a pupil needs to do in order to meet their individual layered target (see Assessment Policy for details of Layered Targets). This is seen as closing the gap in their learning and is a method for ensuring all children have the chance to meet National Expectations.

After Marking

Since marking should be part of a dialogue between teacher and pupil, time needs to be included at the beginning of the next lesson for pupils to carry out next steps indicated in their teacher's marking in order for them to 'close the gap'. This completes the Marking Cycle (input, child's work, marking, next steps). Next steps can be carried out in another coloured pencil or pen to indicate where they have made changes.

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