



Seal

Church of England
Primary School

Marking Policy 2014

Rationale

To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self assessment.

As a result of this policy there will be greater consistency in the way that children's work is marked across the Key Stages.

Our Marking Policy is embedded in an Assessment for Learning Policy throughout the school and it links to the Homework Agreement and Assessment Policy.

Purpose of Marking

- Be a positive experience
- To recognise those areas of school work that are good and to improve upon them
- A means of giving encouragement towards producing work at an acceptable, yet challenging level.
- To indicate to children what happens next and what improvements can be made to ensure progression
- To check for standards, individually, and within the class
- To determine whether a child can work within set time limits or targets
- To measure the schools progress against national standards

Principles

Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback, this is especially so in Key Stage 1 and those children with SEN.

- Whenever appropriate/possible, teachers should provide individual verbal feedback to children.
- Success criteria must be displayed on stickers in books for every lesson. This must always include responding to next steps and neat handwriting.
- The marking of children's work, either written or verbal, should be regular and frequent.
- Teachers should look for strengths before identifying improvements when marking work.
- Marking should be linked to learning objectives/success criteria/targets.
- Marking procedures and marking standards should be consistently applied across the school.
- The marking codes should be displayed in each classroom and children should understand the meaning of the marks/markings they receive.
- Children should be trained in marking, self-evaluation and peer assessment and be given opportunities to mark their own and others work, to make improvement suggestions and to act upon the suggestions made.
- Children with SEN, including dyslexia and dyspraxia can develop self esteem from oral and written cues.
- Marking practices and procedures should be in keeping with the school's policy on Assessment.
- Information for parents should be given by the school and feedback is provided to parents via consultation evenings or as required.
- All written comments must follow the school's handwriting policy.

Who Should Mark?

Class teachers are ultimately responsible for the marking of all children's work. Where children mark their own work or mark with a peer, the teacher should add either a tick or a comment to acknowledge the work and show that he/she has assessed it. Comments could include 2 stars and a wish. Pink and green comments will be made to acknowledge successes and green to give next steps. The school marking code scheme should be followed consistently throughout the school.

Teaching Assistants are expected to mark the work of the children they have supported during a lesson. The marking should include a brief annotation of the level of support given and the independence and understanding of the child. Teaching assistants are also expected to follow the school's marking codes. All work marked by TA's must be initialled.

Children should be taught to use and interpret the school marking codes to enable them to self and peer mark during lessons. Copies of the codes should be clearly displayed in the classrooms and in the front of the children's books.

Supply teachers should be made aware of the school marking policy and codes. These documents, alongside any plans, should be provided in a supply teacher file in every classroom. The supply teacher should also be expected to mark all work covered in the lessons taught and work should be initialled followed by the word 'supply'. In the event of unmarked work by the supply teacher, please write the initials and the word 'supply' and notify the Head Teacher so they can be reminded of this duty if they return in the future.

Guidelines

The following procedures for marking and improving children's work should be implemented by all staff

- Marking must always be completed before the start of the next lesson.
- Feedback and marking needs to be both oral and/or written according to the ability of the child.
- Children's work in exercise books or paper should be marked using the school's colour scheme of 'tickled pink' and 'green for growth'. Any positive marking is to be indicated with a pink highlighter / pen and any areas that need improvement will be shown in green. Some aspects of writing may be marked using the colours of VCOP to indicate the use of vocabulary, connectives, openers and punctuation. (see Literacy policy) Red pens or a cross to indicate an incorrect answer are not to be used when marking children's work.
- When correcting a piece of work, the school marking codes are to be followed.
- The marking should include pink and green comments as mentioned earlier.
- If spelling is not the main focus of the lesson, 3 – 5 misspelt words may be indicated in the margin and the child is expected to copy them out 10 times, either in the back of the book or in a separate spelling book.
- Effective feedback needs planned time for children to make improvements / respond to comments; this could be done either during a lesson or at the beginning of the next. These improvements should be shown by the children or through teacher comments recorded in the books.
- Where appropriate a brief improvement suggestion should be made, following the format of a scaffold, example or reminder prompt. This comment should be informative (i.e. not just good, excellent, etc) and linked to the learning intention/success criteria.
- Marking should reflect and promote the development of thinking skills.
- All work should be marked as soon as possible after a lesson to enable the children to read their comments.
- All work is to be marked, however not all work needs to be marked at a high level of intensity. A minimum of one group of children's books per lesson should be marked demonstrating next steps for learning. This should be the teacher focus/ guided focus group for that particular lesson. This work can be marked alongside the children. All other books will be marked with a tick or simple highlighting, indicating areas that are 'tickled pink' or are 'green for growth' according to the learning objective and success criteria.
- Marking should include annotation of the level of support the child has received and if part of a focus group, a child's understanding and especially in maths, how a child has arrived at an answer.
- Marking across the curriculum must have a literacy or maths focus alongside the subject specific marking, and following the same guidelines.

Responding to feedback

All children will be given an opportunity to respond to the marking in their books before they start their next lesson. This will aid the children in knowing how to improve their work.

- In Key Stage 1, every teacher will allow time before all lessons (where appropriate for foundation subjects) for the children to respond to marking and comments in their books
- In Key Stage 2, all books (including foundation subjects where appropriate) will be laid out and opportunities to respond to marking and comments will be given as early work each morning for

Responses to marking may include further work, giving a further example, a comment or corrections. The next steps will need to be evident in future work and expectations of this made clear.

- Success criteria will include neat handwriting using school handwriting policy and use of previous next steps where appropriate.

Self Evaluation/Peer Assessment

- Children should be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements.
- Children should be taught to assess their own or others' work against the success criteria and or next steps from previous lesson.
- Feedback/peer assessment can be oral or written according to the ability of the child.
- Children should be trained to give an improvement suggestion.
- Children should be given time and opportunity to act upon suggestions.
- The quality of the improvement suggestions and of the peer assessment should be monitored by the teacher.
- Children will identify in their work where they have used their previous next steps. In Key Stage 1, children will use a sticker or a stamper next to where they have identified next steps in their work and Key Stage 2 children will write SC in the margin.

Expectations of Children's work at Seal Primary

- All children's work should be dated, titled and underlined using a ruler.
- The learning objective should be clearly shown for each lesson in all books, either written by the child or on a sticker.
- The title should reflect the learning objective.
- Children's work must be written in pencil, or, at Key Stage 2, if a pen licence has been awarded by the teacher, a blue or black handwriting pen may be used.
- Maths books should show all lines drawn with a ruler and room must be given to allow for jottings. All work in maths books across both Key Stages will be completed in pencil.

Rewards for Work

Happy marks may be awarded for good work and the child is therefore given a raffle ticket for the Friday 'Cool Dude' celebration assembly.

Monitoring and Evaluation

The Senior Leadership Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment.
- Consistency in teacher's marking across the two key stages and between year groups.

Equal Opportunities

The Feedback and Marking Policy and Marking Procedure, encourages the practice of inclusion for all.

Liz Mitchell Headteacher

Reviewed November 2014