

Marking Policy Formative Assessment

Rationale:

The purpose of marking is to carry out formative assessment which has children's learning as the priority. It will encourage and motivate pupils, assess work and set targets for future learning. Consistency across the school is important, but this can come from consistent high standards, rather than unvarying practice. Shared expectations of marking will help everybody to be clear about what is required of them and what is deemed effective practice, but each subject and phase should follow the policy as a guideline in their class - what matters most is pupil outcomes. We respect teacher professionalism to create meaningful and manageable approaches to their marking using this marking policy as a guideline.

Principles

Formative assessment (marking) should involve:

- ◆ The active involvement of pupils in their own learning
- ◆ Sharing learning goals with pupils
- ◆ Involving pupils in self assessment
- ◆ Effective questioning
- ◆ Providing feedback which leads to pupils recognising their next steps and how to take them
- ◆ Adjusting teaching to take account of the results of assessment
- ◆ Giving teacher and child the confidence that every child can improve (the untapped potential rather than fixed IQ belief)
- ◆ Is often best achieved through open questioning

Feedback should:-

- ◆ Relate to the learning objectives which are shared with the pupils at the outset of task
- ◆ Encourage dialogue between teacher and pupil
- ◆ Support and reward achievement by recognising individual effort and progress
- ◆ Identify areas for improvement (targets or next steps)
- ◆ Provide opportunity for reflection
- ◆ Acknowledge and respect the child's ownership of his or her own work
- ◆ Be meaningful to pupils and parents
- ◆ Highlight some of the basic English errors in work in other subjects i.e we should be expecting capital letters and full stops and correct spelling of key words. This is to ensure that basic literacy skills are used throughout the curriculum.
- ◆ The most effective form of feedback is oral and delivered as close in time as the work is being done - preferably while the work is being done.

Marking and Written Feedback

We do not require:

- all work to be marked although it should always be acknowledged,
- all teacher comments to be responded to always by the child
- For the teacher to check always that the child has responded by writing a response
- and all pupils are not always required to respond.

Manageable:

Marking should be proportionate and there is no prescribed frequency and complexity of written feedback. Teachers and Leadership should consider the time-effectiveness of marking in relation to their overall teacher workload.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching. Marking should :

□ Emphasise what is positive in the work

□ Identify no more than 2 main areas for improvement and should relate to learning intention and success criteria where possible.

All children should be given an opportunity to read the comments and respond by initialling to say they have read them. Time should also be given for children to develop a dialogue with the teacher through marking e.g. by answering additional questions about the work from the teacher

✓ *Children in KS 2 should respond to marking in a **green pen** only*

✓ *Children in KS 1 should respond to marking in a **coloured pencil***

✓ *When children are editing their work they should do this in the pen they are working in - no rubbing out*

If feedback is verbal, the teacher should record a VT inside a circle to say 'Teacher' has talked with me about this.' (See Marking)

□□ Marking and Feedback will be monitored regularly through work scrutiny, lesson observations and phase reviews.

Marking of Spelling

As a staff we have agreed the following with regards to marking spelling:

It is important to correct certain spelling mistakes according to the ability of the child. If a child has made several spelling mistakes it can be soul destroying if a piece of work is returned full of spelling corrections. We have agreed that the number of spellings corrected in any piece of work will be left to the teacher's professional judgement and knowledge of the individual child (although no more than three is a general guide depending on the purpose of the piece of work).

Role of teacher in marking

- ◆ Clarify the purpose of tasks with pupils
- ◆ Plan opportunities for focused marking with each pupil
- ◆ Use the attached marking code to highlight errors and specific areas to be developed
- ◆ Use the appropriate marking guidelines provided by literacy and numeracy subject managers

- ◆ Where possible mark work with pupils
- ◆ Indicate when appropriate through verbal or written comment the next step in child's learning
- ◆ Where no comment work should be acknowledged
- ◆ Provide opportunities for pupils to give verbal/written evaluation using response partners and traffic light system where appropriate
- ◆ Use marking to inform formative/summative assessment
- ◆ Provide feedback to parents on their child's performance
- ◆ Remember to give children opportunities to think when answering a question

Role of Child

Our aim is of course to involve children as far as possible in the analysis and constructive criticism of their own work. Children need time to assess their own work and the three stages should be:

- | | | |
|----------------|---|-------------------------------------------------------------------------|
| Stage 1 | - | Children identify their own success |
| Stage 2 | - | Children identify a place for improvement |
| Stage 3 | - | Children identify their successes and make on "On the Spot" Improvement |

There should be opportunities for all children to read / listen to feedback and children should be acting on advice given . Children should not be given the same target week after week because they should have acted upon the feedback given . For example if a child is asked to vary sentence starters again and again - a conversation should be held with the child to ascertain why this is - is it because they are not given the opportunity to reflect on the marking , is it because they do not understand ?

Editing Code

As a staff we have agreed to use an editing code.

- The editing code is displayed in every classroom, and used when children self-edit their work or teachers mark a first draft. The symbols draw children's attention to errors but encourage them to self-correct. Children must be given time to respond to this editing and improve their work.

(Please refer to Enriching Feedback in the Primary Classroom by Shirley Clarke for further advice). ISBN 0-340-87258-6

Dates of review Nov 2006

Date of Nov 2008

Date of 10th May 2010

16th May 2012

Reviewed Dec 2012

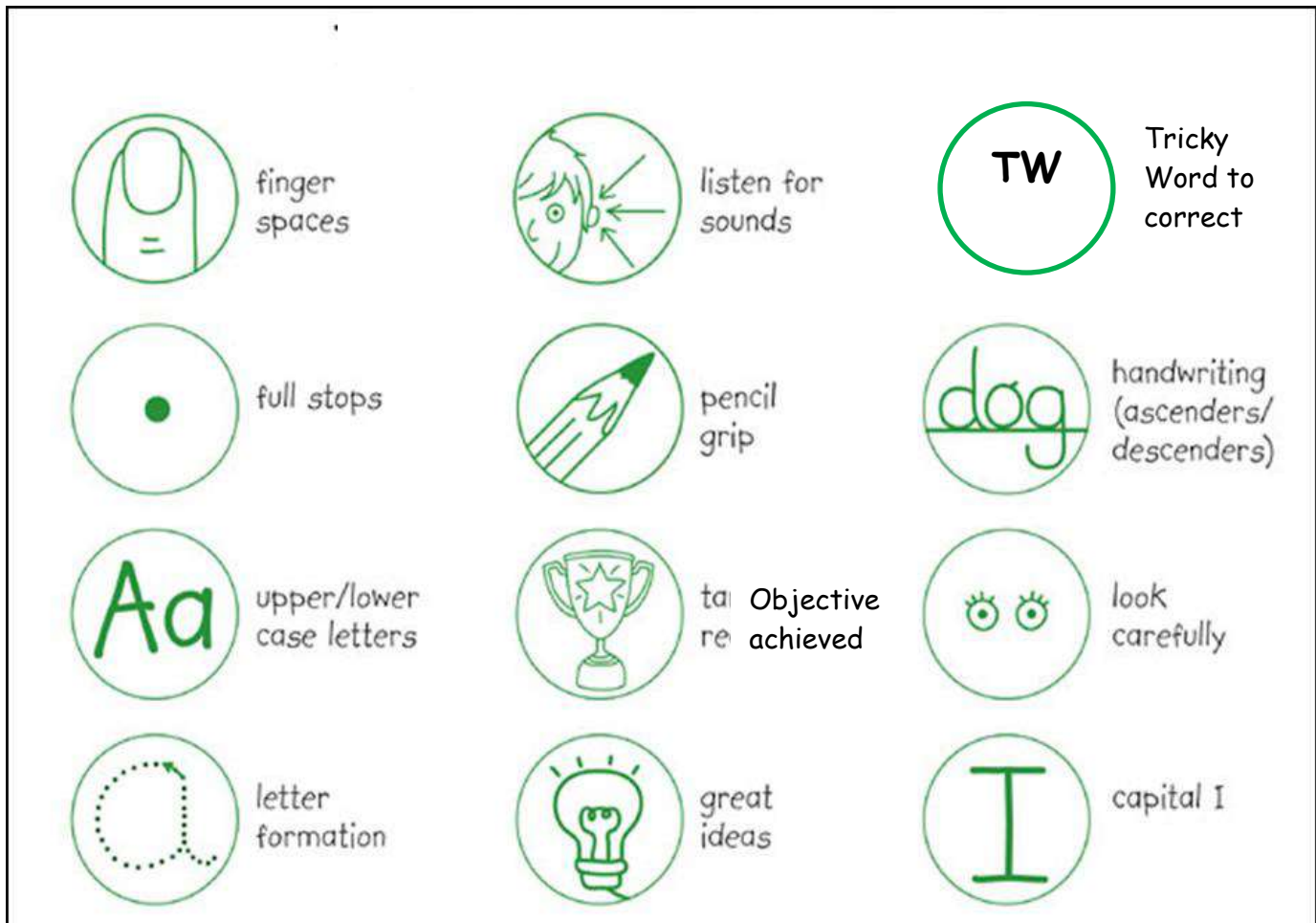
Reviewed February 2016

MARKING CODE Yr2 - Yr6



- H** Help given
- I** Worked Independently
- A** Achieved learning objective
- P.A.** Partially achieved learning objective
- N.A.** Not Achieved learning objective
- NS** Next Steps (to do immediately in green pen)
- VF** Verbal feedback
- Sp** Spelling error - find correct spelling and edit
- Spx5** Spelling error - write out correctly 5 times
- HP** Incorrect Homophone - check and edit
- //** New paragraph needed
- O** Punctuation missing
- CL** Needs Capital Letter
- ? or** Does not make sense
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MARKING CODE YrR - Yr1



H Help given

I Worked Independently

P.A. Partially achieved learning objective

N.A. Not Achieved learning objective

VF Verbal feedback

 Say out word or sentence