

## **Stuart Road Primary School**

### **Marking Policy 2015-16**

#### **Why do we mark work? Our aims:**

- To raise standards of individual achievements.
- To indicate the ways in which a piece of work could be improved.
- To recognise pupil effort and achievement.
- To provide encouragement and confidence to strive higher.
- To provide information for assessment so the next stage of learning can be planned appropriately.
- To set individual targets.
- To teach pupils to respond to feedback so that they can self-assess and evaluate their own learning

#### **Marking Processes**

1. **Teachers' intervention:** Within lessons and learning time, teachers use effective questioning, offer verbal feedback and conference work to make mid-lesson adjustments to learning. This process will be noted on the objective using a tick to indicate 'VF' (verbal feedback) along with a note to précis the feedback given. This may be done with individuals, groups of students or as a whole class via plenaries and mini-plenaries.
2. **Developmental marking:** Incisive written feedback is given to strengthen the teaching and learning process and deepen learning. How our coloured marking code encourages development is detailed in appendix one. Examples of precision marking and next step comments can be found in appendix two.
3. **Light marking:** For students working as part of a guided or supported group, their work will be 'lightly' marked to indicate success/completion of work.
4. **Self-assessment and peer assessment:** Children to assess their own learning against learning objectives in every lesson. Pupil voice comments may be added if the pupil has some feedback for the teacher. All pupils should be encouraged to offer feedback where appropriate and should be supported to ensure these comments are purposeful in feeding into the teaching/learning/confidence building cycle.

#### **Marking Non-negotiables**

- Marking comments are clear and legible and are aligned to the school's handwriting script
- The marking code is followed clearly (see below)
- The marking code should be displayed in all classrooms and children should have a clear understanding of how their work is marked
- ALL work is to be at least 'light' marked by teaching staff, support staff and supply staff
- Where possible, work should be marked the same day in order to be response marked the following day
- Response marking must be planned in daily and altered work should be signed off by a member of staff
- The objective sheet should be filled in by both staff and children – objective flashed green to indicate objective achieved – objective flashed pink to show objective exceeded – presentation smiley coloured – G/S/I highlighted – mini objectives ticked in pen/pencil. Where the objective has not been met, a comment such as 'developing' needs to be added for clarity.

## **Feedback**

We recognise that marking is not the only form of feedback that allows children to learn and all staff understand that the prime approach for developing learning is 'in-lesson' consultation and discussion. Where written feedback is used, staff know not to use generic or non-specific language as this is unhelpful to children and a waste of time for staff. Effective written feedback can be classified under the following headings:

1. **Achievement feedback** – Staff use the pink highlighter along with targeted comments to praise achievement and attainment e.g. "great use of adjectives to describe", "efficient method of calculating" etc.
2. **Improvement feedback** – Staff use the yellow highlighter to indicate mistakes. If the error is self-explanatory no marking comment is needed, if not an accompanying comment should be added (see appendix two).
3. **Extension feedback** – If work has been completed largely accurately, staff should look to deepen learning through a comment/extension activity.

## **Roles and responsibilities of staff**

**Class teachers** should ensure that books are marked according to this document. They have overall responsibility for the books and should ensure all staff working within each class are marking books to the required standard. Class teachers have a responsibility to ensure all pupils have a working knowledge of the marking scheme and that they uphold the expectation that work needs to be revisited to be improved. Class teachers should ensure that they leave marking expectations for any teacher covering their class. They should encourage the class to provide feedback about their learning and reflect this feedback in future work/learning.

**Support staff** should mark the books of the children they work with throughout the day. They should be given time to do this by class teachers. Support staff should fill in the objective sheet accurately and write an additional comment *if needed*. Support staff should encourage children to complete the pupil voice aspect of the objective sheet.

**Supply teachers** should mark work they have completed in accordance with our policy unless distinctly asked not to. The policy is kept in the supply handbook which should be left whenever a supply teacher is in situ.

**The HT, DHT and SLT** should use monitoring opportunities to ensure the marking policy is being implemented according to the policy across the school. They should regularly review the impact the scheme is having on progress and attainment and review the policy in light of this. Scrutiny of children's books and work, along with children's views of their learning, will form a pivotal part of the triangulation of monitoring to ensure high and effective standards are being met. Individual feedback on the children's books and marking will be given to staff termly.

**School governors** should review the policy and consider its impact upon progress.

## **Equal opportunities and inclusion**

All pupils are entitled to have their work marked and responded to. Marking and feedback must be accessible to all pupils and provision must be made for SEND pupils to ensure they can access recorded comments.

## **Policy Review**

This policy will be reviewed every two years. The date of the next review is September 2018.

## Appendix One

### Response marking and our colour coded marking scheme:

	<b>This sentence/calculation/work is amazing.*</b>
	<b>Highlight the LO green if it has been achieved or exceeded**</b>
	<b>Underline words spelled incorrectly in blue for children to practise***</b>
	<b>Use a yellow highlighter to show where work is incorrect or doesn't make sense****</b>

We, at Stuart Road, promote response marking because we understand that marking should be a dialogue between staff and children rather than a formative process. Our coloured marking scheme allows children to clearly see their successes and how they can improve their work. It underpins the idea that "our first go isn't always our best go". By asking children to revisit their books after a piece of work has been marked, we are encouraging them to be reflective learners who understand that through making mistakes (and rectifying them), we learn. We use four colours to visually indicate areas of success and development. They are as follows:

**\***The pink highlighter shows children where their work has been successful. If much of the work has exceeded the LO then pink will be used to colour in the learning objective/work title. Pink can also be used to show aspects of work that are outstanding such as individual sentences, words or calculations.

**\*\***Green is used to highlight the LO if it has been met. It can be highlighted if the child has made significant improvements to their work through their responses. If the LO is being highlighted in retrospect, please annotate with the date it was achieved. If you are leaving the LO unmarked as the LO has not been met then it should be annotated to show this.

**\*\*\***When underlining spellings, keep the amount to practise to a realistic level. Choose/target words that the child repeatedly spells incorrectly or words that s/he should know. For KS1 children - write the correct spelling for them to practise. For KS2 children – encourage dictionary use to find and correct the words.

**\*\*\*\***The yellow highlighter is used to show things that need correcting. A yellow dash may indicate omitted punctuation or a sentence highlighted in yellow would show that it needs to be rewritten. If a child has used too many 'said's, these could be highlighted and a short marking statement could be written to ask for five alternatives. In maths, the highlighter could be used to clearly show where a calculation error has been made, rather than marking the whole thing wrong. ***When making corrections, children should not rub out their first tries but annotate them to show how they have improved their work. Changes should be signed off by a member of staff if they have been corrected or just marked wrong if the child has tried again and still not got the right answer.***

## Appendix Two

English Prompts	Maths Prompts
Can you add...?	I'm thinking of a number...it's even, two digits etc...what is it?
Change this sentence to make sense.	What other way could you have done this?
Now try this...	Now try this...
How could you re-present this information?	Can you write a word problem to show...
Fill in the blanks...	Can you write a rule for...
Can you up level the ...	My answer is...what could my question be?
Find a better word for...	Is .... divisible by...? Explain how you know.
Rewrite the sentence but using an adverbial starter.	Arrange these digits to make...
Add a conjunction to the sentence I've highlighted.	If you know...can you work out...?
Find five synonyms for 'said'	Is it possible to... How do you know?
Change the noun phrases I've highlighted to expanded noun phrases.	Explain how you...
How can you 'show not tell' that it is raining?	Estimate.... How would you check?
Find and write down the definition of...	Here are five calculations. Which are right and which are wrong?
Find and write five verbs that tell me how a ghost moves.	Prove that...
Change the simple sentence I've highlighted to a complex one.	Practise...