

# ST. CHAD'S C.E.(C) PRIMARY SCHOOL

## MARKING POLICY

'Building together for a better future.'

*Feedback is information given to the learner and/ or the teacher about the learner's performance relative to the learning goals which then redirects or refocuses either the teachers or the learner's actions to achieve the goal. It can be about the learning activity or task itself, about the process of the task or activity, about the pupil's management of their own learning or their self regulation or about them as individuals.*

*'The Sutton Trust- Toolkit of strategies to improve Learning' (May 2011)*

*Assessment for Learning involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.*

*Pupils will achieve more if they are fully engaged in their own learning process. This means if the children know what they need to learn and why and then actively assess their understanding, gaps in their knowledge and areas they need to work on, they will achieve more than if they sit passively in a classroom working through exercises with no real comprehension either of the learning intention of the exercise or of why it might be important.*

### **The 10 Principles for 'Assessment for Learning':**

*Assessment should:*

- *Be part of effective planning of teaching and learning;*
- *Focus on how students learn;*
- *Be recognised as central to classroom practice;*
- *Be regarded as a key professional skills for teachers;*
- *Be sensitive and constructive because any assessment has emotional impact;*
- *Take account of the importance of learner motivation;*
- *Promote commitment to learning goals and a shared understanding of the criteria by which they are assessed;*
- *Provide constructive guidance about how to improve;*
- *Develop learners capacity for self assessment so that they can become reflective and self managing;*
- *Recognise the full range of achievements of all learners.*

### **Effective AfL involves:**

- *Sharing learning goals;*
- *Helping children know and recognise the standards to aim for;*
- *Providing feedback that helps children to identify how to improve;*
- *Believing that every pupil can improve in comparison with previous achievements;*
- *Both teacher and pupils reviewing and reflecting on performance and progress;*
- *Pupils learning self assessment techniques to discover areas they need to improve;*
- *Recognising that motivation and self esteem, crucial for effective learning and progress, can be increased by effective assessment techniques;*

### **Characteristics of AfL:**

- *Using effective questioning techniques;*
- *Using marking and feedback strategies;*
- *Sharing learning goals;*
- *Peer and self assessment.*

### **Aims and objectives**

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- celebrate success;
- encourage, boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- offer them specific information on the extent to which they have met the lesson objective and/or the individual targets set for them;

- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide further challenge;
- provide a basis both for summative and for formative assessment and inform individual tracking of progress;
- provide the ongoing assessment that should inform future lesson-planning.

#### How do we ensure effective marking and feedback?

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- The marking should always be in accordance with the lesson objective and/or the child's own personal learning targets.
- Marking of communication language and literacy skills should be carried out in all curriculum subjects.
- Children must be able to read and respond to the comments made, and be given time (and training) to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication will be made eg. individual, group or whole class verbal discussions regarding the outcomes of work. If a written comment is discussed verbally with an adult or another pupil, it will be highlighted.
- Marking given only in verbal form and not written down will be marked 'V' (verbal feedback given) or using a stamp.
- Marking may include the use of Post-it pads for immediate effect in the next piece of writing.
- Comments should be appropriate to the age and ability of the child.
- Teachers should aim to promote children's self assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the success criteria for the task right from the outset.
- Teachers should aim to promote peer marking where children comment on each others work and evaluate success against agreed success criteria.
- Whenever possible, marking and feedback will involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Written comments should be neat, cursive, legible and written in **red ink**.
- The marking system should be constructive and formative.
- The formula for detailed marking is:
  - 'praise;
  - assessment against objective/ target;
  - areas for improvement and challenge.
- Marking and feedback will also be given by a teaching assistant and any other adults who works with a child.
- Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.
- Good presentation is expected and will be marked.

#### Rewards

To motivate and reward children for their effort and work, each year group consistently gives out the same rewards.

Rewards may include:

- A visit to another teacher, the Deputy Head Teacher or Head Teacher for praise.
- A public word of praise in front of a group, a class, a year or the whole school.
- A particularly successful piece of work may be awarded with a sticker, stamper or team point in line with the school's system of rewards.

#### Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Approved	Nov 17
Review date	Spring 2019

## Overview of symbols used within marking (in red ink).

GW	Guided work
I	Independent work
TA	Worked with Teaching Assistant
S	Supported with work
V	Verbal feedback given/ or stamper
SA	Self assessed
PA	Peer assessed
Target met	Work will be <b>stamped</b> as 'Target Met'

Written marking will be **highlighted** if discussed verbally with pupils.

### Writing

**Spelling** Sp to be written in the margin and the incorrectly spelt word underlined. Adult to write the correct spelling at the end of the work (KS1 may write it next to the actual word) and the child should rewrite the correct spelling 3 times in the back of their book.

**Capital letters** Incorrect use of a capital letter or a missing capital letter will be underlined.

**Punctuation** Incorrect punctuation or missing punctuation will be circled and the correct punctuation indicated.

**Missing word** A small arrow will indicate a missing word 

**Lack of sense** Where a word or sentence does not make sense, place a ? in the margin and underline with a **wavy line**

**Great vocabulary** Place a double tick next to any great vocabulary  √√

**Objective met** Place a **double tick** next to objective/ title if objective has been fully met √√

Place a **single tick** next to objective title if objective partly met √

### Maths

**Correct calculation** Place a **tick** next to the correct answer √.

**Incorrect calculation** Place a **dot** next to the incorrect answer •  
Children should be given the opportunity to correct/ redo the calculation, next to the dot

**Reversals of numbers** These will be circled and the correct formation will be written. Children should then practice this 3 times in the back of their book.