



Marking Policy

“We all need people who will give us feedback. That’s how we improve.”

Bill Gates

Aims

The marking of children’s work should:

1. Provide equal opportunities for all pupils through a consistent policy on marking.
2. Give meaningful feedback to pupils on their effort, achievement and success and points for development.
3. Reward effort and resilience as well as outcomes.
4. Enable teachers to evaluate quality of learning, pupil attainment and inform planning and follow-up teaching.
5. Remind teachers at a later date of progress made, through annotation of work.
6. Inform parents of their child’s progress and attainment.
7. Emphasis strengths before areas of improvement.
8. Focus on “not YET,” giving children pointers, strategies and opportunities to learn from failure.
9. Include the teaching of peer, self-assessment and evaluation skills.
10. Be immediate with the child in Foundation Stage.

Objectives

The staff of the Academy will endeavour to:

1. Promote the research and beliefs of “Growth Mindset.”
2. Use marking to inform the assessment procedure against the expected learning outcomes.
3. Mark the children’s work regularly with the correct balance of verbal, ‘light touch marking’ and ‘deep marking’. It is not productive, good practice or an expectation to ‘deep mark’ all children’s work on a daily basis.



Verbal feedback will be given to children during the lesson where possible. Verbal feedback may be individual, group based, or to the whole class.

'Light touch marking' will refer to the learning objective either by a tick, a highlight or yes you can. Written feedback may be given when necessary and should be short and challenging.

'Deep marking' may occur at the end of a unit of work and will provide more detailed feedback for assessment purposes. This includes marking of skills and concepts taught elsewhere, for example high frequency words, spellings, punctuation, handwriting, layout etc. Children should be given time to read and respond to the written marking, in order that the feedback provided has maximum impact on learning.

In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which marking method will have the most effective impact on **learning and progress** for each piece of work set.

4. Make positive and developmental comments about the work, by indicating the next steps needed for the child's learning.
5. Involve the children in evaluation (self and peer assessment).
6. Communicate with the individual child in a manner, which is suited to the child's maturity and developmental stage.
7. Use a variety of rewards and incentives (not limited to ticks and stickers) that will help to interest and motivate the child. These rewards will focus on effort, purposeful practice and resilience.
8. Offer children an opportunity to listen, read, and act upon, comments.
9. Encourage children to self-correct and edit (discouraging rubbing out) their own work.
10. Give children regular opportunities to Peer Assess other children's work ensuring positive language and response are used and ensuring that this experience is used to improve outcomes and resilience.
11. Provide opportunities for the children to re-test skills and develop long-term memory.



Further Information

1. Criteria

When setting and assessing work consideration should be given to the criteria and objectives of the marking. This will be reflected in the extent and depth to which a piece of work is marked or assessed. The criteria for the Learning Intention (LI) should be clear, explicit and visible at all times during the lesson. It should also be displayed on the left hand side of the IWB.

2. Differentiation

Assessment criteria can at times be differentiated and appropriate to individual pupils. Effective learning objectives are about learning, rather than tasks or activities and could be differentiated e.g.

- all pupils will...
 - most pupils will...
 - some pupils will...
- (Please do not put a ceiling on the children's learning)**

Appendix 1 Skills objectives verbs to aid outstanding LIs.

3. Pupil Involvement

When possible pupils should be involved in the assessment process of their own work with the teacher, as a member of a group or as one of a pair. Self-assessment should also be encouraged as a valuable learning experience. Assessment of effort focussing on the "not yet," is essential during this process.

"When children are graded with a "not yet," rather than a "fail," on their school work, they are encouraged to try harder or differently. Most importantly they are encouraged to try again." Carol Dweck.

Pupils' views on the ways in which their work is marked and assessed should also be taken into consideration.



Staff Guidelines

Marking

1.
 - a) Marking is a necessary part of the assessment process and helps to establish a child's readiness to move on. It supplies information, which assists the teacher with planning.
 - b) There will be different foci for marking consistent with the learning intention of the task involved. It is effective when the foci for the marking are known to the child. Where children are self –assessing or peer assessing they need to identify verbally or in written form their progress against the aims of the lesson, or their own specific improvement areas or targets.
2.
 - a) Marking should be done regularly, but the frequency with which the marking is done depends very much on the age of the children and the nature of the work. Marking should be done as soon as possible after the work is completed; it is essential that in Early Years this is done immediately and mostly verbally. Children's response to marking does not have to be immediate. Revisiting marking and feedback repeatedly over time will help build long-term memory and opportunities for this approach should be planned for.
 - b) Learning objectives should be visited throughout the lesson in the form of mini-plenaries and over time to build neural plasticity and long-term memory.
 - c) Attempting to mark all errors is unnecessary since it is excessively time consuming and demoralising for the children. There is no research that advocates this response.
3. Written comments on how a child could improve his/her work need to be phrased constructively.
4.
 - a) Ideally teachers should mark at least some of the work with the child. However, this is not always possible due to time and other constraints.
 - b) Children should always be encouraged to contribute positively to the evaluation/assessment process, for example, paired editing where the children positively comment on each other's work. There should be regular use of response partners in all lessons.
5. All comments intended for the child to read independently should be easy to read, succinct, in language at the child's level and in clear, bold, Lowbrook handwriting.

6. All work should be marked in such a way as to motivate children. Praise, whether in the form of written comments, house points and stamps/ stickers, should be given as appropriate and frequently. Praise must be earned by the children and the focus should be on effort, rewarding resilience and how well children respond to failure. "Those that put in the most effort should be the ones rewarded, even if that reward is only the good feeling of giving it all. By showering children with false praise we are only setting them up for a losing mind-set as adults." Carol Dweck
7. Marking should always be done in green pen, as it is considered to be a more soothing colour than red; our aim is to motivate rather than demoralise children. Similarly we do not use a cross for wrong answers but put a dot or write "Not Yet," by the side of the answer.
8. Marking can be a valuable tool for pupils' self-assessment, providing regular feedback and showing them the effectiveness of their learning strategies. Pupils should therefore be given time (and assistance for those with low reading ability) to read, discuss and reflect upon their teacher's comments, this can be at the beginning of a lesson, in Early Morning Work, in follow-up lessons, in mini-plenaries or during planned feedback sessions on test reworks. Children should be given reflection time on Monday mornings so that they can review the previous week's work in light of their targets and focus themselves for the week ahead. Children should be encouraged to identify targets for further development.
9. Pupils should be encouraged to make their own comments against the teacher's feedback or correct their work if it is labelled with a circled c. This should be done underneath or near to the original comment and should be written in purple pen (The Purple Pen of Progress). Remember, it's not about the pen but the process. Children will need to put effort into re-calling learning and building neural plasticity when correcting and recalling work.
10. Marking spellings
 - a) When marking spelling errors, a maximum of ~~five~~ three words (chosen by the marker) should be highlighted per piece of work. These should be underlined and the initial letter put in the margin for the child to correct. Spelling errors should be stage related e.g. it might be more appropriate for some children to put the initial blend in the margin.
 - b) Spelling errors made by children in Key Stage 1 will be indicated by the word being underlined and the correct spelling written in the margin. The correct spelling will have three bullet points underneath it whereby children will repeat the spelling in the correct form three times.



Inspection and OFSTED


“There is remarkably little high quality relevant research evidence to suggest that detailed or extensive marking has any significant impact on pupils learning...So until such evidence is available, and regardless of any area for improvement identified at the previous inspection, inspectors should not report on marking practice, or make judgements on it, other than whether it follows the school assessment policy.”

Sean Harford HMI 28th November 2016

Marking codes for staff guidance

Codes

A system of codes may speed the marking process, but will confuse the children if too many symbols are used, or if they are given different meanings by different members of staff. All staff should adopt the same code system.

<u>grils</u>	Spelling error. Underline incorrect word and put initial letter or blend in the margin. To be phased in by the end of Year 2.
?	See your teacher to discuss.
S	Does it make sense?
//	New paragraph. (Miss a line between paragraphs up to Year 4 . Children in Year 5 /6 should be taught to indent).
^	For omissions.
T	For incorrect tense.
C (circled)	Correction required. Children should correct the error and put a capital C by it. Children are encouraged not to rub out but to self- correct
	To inform children of their next steps.