

MYDDLE C. E. PRIMARY SCHOOL and NURSERY



MARKING POLICY



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Issue 1.3

Myddle CE Primary School and Nursery

INTRODUCTION

We believe that regular and consistent feedback on a child's work is the single most important assessment strategy available to the teacher, and lies at the heart of good teaching and effective learning. Undertaken thoughtfully and constructively it can prove highly influential in motivating children to fulfill their potential and helps them to become a better learner.

AIMS

Marking enables the teacher:

- to monitor the child's understanding and ability to apply skills learned;
- to identify and celebrate children's achievements;
- to identify areas for further improvement and next steps.

PRACTICE

It is important to remember that marking/responding is essentially context led, i.e. the nature of the response is largely determined by the lesson/task objectives. As a consequence, certain aspects of a piece of work will be closely scrutinised while other factors may not be emphasised. Children need a focus for their work and too much feedback may be counter-productive.

It must also be stressed that certain pieces of work may contain little or no **written** evidence of teacher marking - e.g. Diaries, best display work, artwork, Journals, etc. This does not mean that the teacher has not seen the work or responded to it with the child. Verbal feedback is used effectively throughout the day.

GUIDELINES FOR EFFECTIVE MARKING

Marking will be an effective tool if:

- Learning objectives, success criteria and outcomes are clear
- Pupils are aware of learning objectives, and understand what is required of them to be successful (success criteria)
- Pupils' work is marked against these clear, planned learning objectives, e.g. if the success criteria was punctuation, spelling may not be marked on this occasion
- Modeled examples of work are shown to demonstrate how marking can be used to help improve work- by promoting children to self edit

- Specific points for development are highlighted in pupils' work and next steps identified
- Teachers check that pupils have understood their feedback
- The language used in the marking process is clear and consistent
- Giving our children time to read and assimilate feedback

Marking may also include when appropriate:

- the child's own redrafting/checking/markings
- peer marking /response friend/checking/evaluation of work
- group discussion and positive evaluation of achievement

Teachers may plan to mark groups of work, so that they can focus on developing particular objectives with targeted groups.

Agreed Code

Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful and ensures consistency and allows the children to understand what is expected of them as they move to a new class.

The attached agreed code will be displayed in every classroom so that all children are aware of the meanings of the various markings.

Marking and Feedback

Marking is done so that the children know what they have done well and what they can do next to make progress.

Close the gap marking is done through **tickled pink** and **green for growth** highlighting or comments and relates to the learning objective. **Yellow** is used to show children where they should self-correct.

The children's work should not be dominated by highlighting and **pink will always outweigh green.**

Written comments are given at the end of the child's work and clarify for the child what was good (pink) and what could be improved or extended (green) if this is appropriate to the age of the child.

Children are actively encouraged to tick or respond to the teachers comment once they have read it or it has been read to them. There is time build into lessons for this.

Children can self assess their own work, 'peer mark' or respond to marking by using **purple pens.**

Self and Peer Assessment

We support the children in 'marking' their own, and sometimes their partner's, work against the success criteria. This allows the children to become an integral part of the learning process as they celebrate what they have done well and can identify what they can do to improve.

Marking Code

Feedback relating to LO, SC and Next Steps



= verbal feedback was given to child

tickled pink

= teacher highlights work or the header that demonstrates LO or SC have been met in pink.

green for growth

= teacher highlights work in green where children could make improvement related to the LO or SC: single words, sentences, punctuation or grammar.

correction needed

= the teacher highlights either the LO on the label, the part of the child's work or puts a yellow mark in the margin to indicate where the child should self-correct.

Ns

= next step: write or highlight this in green so the children know what to do to improve their 'green for growth .' highlighting.

Self and Peer Assessment



= achieved the learning objective



= working towards learning objective



= learning objective not achieved

the big hows

= self or peer assessment, underline in green for growth

The enormous mansion.

= self or peer assessment, underline in pink for achieving LO

Purple pen

= this is used by pupil to respond to marking.

Marking to indicate level of support

| | | |
|---|---|--|
| I | = | Independent work |
| S | = | support was given in order to achieve the LO |
| G | = | guided group work – verbal feedback throughout |

If children make 'secretarial errors, the adults may use the following codes in the book to guide children to correct their work:

| | |
|----|---|
| Sp | Spelling error (Child self-corrects) |
| Aa | Case error |
| / | To separate two words or a finger space missing |
| T | Incorrect tense |
| ^ | Shows a word has been left out |
| // | Start new paragraph |
| P | Punctuation or symbol error |
| ? | This doesn't make sense |
| ✓ | Good (Pink=good, yellow= pupil response, green = NS or extension) |
| ✓✓ | Excellent |
| ⊖ | Incorrect answer |
| Ⓢ | Calculator used |
| CT | Classteacher focus |
| TA | Teaching Assistant focus |

Time needs to be given to pupils to reflect upon marking to ensure that they benefit from it. They must also be given the opportunity to seek further clarification if needed.

Monitoring the Policy

We will ensure that these guidelines are being used consistently throughout the school by sampling marked work. This will be done on a half termly basis by the SLT or the subject co-ordinators.