

'Marking [*sic*] can affect pupils' motivation to learn. It plays a crucial role in improving learning and raising standards.' Stiggins, (2008)

Introduction.

The marking of children's work is central to the teaching / learning experience. It enables teachers to appreciate the nature of learning which is taking place both with the class in general and with each child in particular. It therefore enables teaching to be tapered to the requirements of specific situations.

Good marking provides important feedback to the children enabling them to value their work, increase their self-esteem, appreciate their weaknesses and strengths, and realise that they must pay attention to teachers' comments when attempting their next piece of work. As such it is central to the communication and dialogue they have with their teacher. It is also a significant way of motivating children and setting appropriately high expectations. When children review their past work they can see old mistakes and appreciate the amount of progress they have made.

The marking of books also provides parents and other teachers with insights into the nature of children's work. Strengths and weaknesses are made explicit and suggestions for improvement made clear.

Good marking patterns can help teachers compare assessments of work, evaluate their expectations, and thereby promote consistent and comparable standards between teachers.

The key elements of Assessment for Learning (and therefore Marking) are:

- sharing learning intentions (p8-11)
- sharing success criteria (p12-14)
- formative feedback (p15-20)
- effective questioning (AfL p21-25 and TS&PC p29)
- helping children reflect on their learning (p26-32)

(AfL and TS&PC for KS1&2 from Curriculum Support and Implementation Box)

Marking aims to encourage and promote:

- effective and manageable marking, and standard-setting;
- pupils' becoming more active in peer and self-assessment, including setting and reviewing their own learning targets and identifying areas for development;
- the constructive use of feedback to improve learning;

Research and children's views on marking

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement. In a recent study about marking, students highlighted a number of points. Children like:

- to see that their work is carefully considered
- to know that their effort is acknowledged
- to know clearly what they do well, where they go wrong, and, specifically, how they can improve
- detailed comments but not too much writing
- honest comments
- stickers and stamps (even for older children)
- time to read what a teacher has written and to ask questions
- **grades and levels for work based on clear success criteria [see below]**
- seeing examples of good work from other students.

What is the purpose of the policy?

The purpose of this policy is to explain how pupils' work is marked and feedback provided. All members of staff are expected to be familiar with the policy and apply it consistently. It has the key elements of:

- Highlighting and celebrating success
- Supporting improvement and
- Identifying next steps in learning

Why do we need a marking policy?

The effective and regular marking of pupils' work is an essential part of the learning process, both for the pupil and the teacher. It should focus on the proposed learning outcome and by its nature assess whether such learning has taken place. In order to help pupils improve, feedback should be encouraging, constructive and challenging. It should reflect the aims of the school.

It has two elements:

- a) **It will inform teachers (and parents) about the achievements of pupils and needs for future planning and interventions by:**
 - Highlighting successes and reinforcing learning.
 - Helping the pupil to focus on aspects which need more attention.
 - Making positive and constructive comments, leading to further improvements.
 - Valuing the contribution and effort of the child.
- b) **It will encourage pupils to become reflective learners and help them to close the gap between what they currently do and what we would like them to do by:**
 - Informing the child how his/her work might be improved.
 - Providing effective targets for further development that will be followed up by the teacher to see how far this has been achieved.
 - Encouraging a response from the child linked to success criteria
 - Helping the child to assess and reflect on his/her own work.

What principles and procedures must be followed to implement the marking policy?

When teachers mark they should:

- Mark work at the earliest opportunity, particularly if the next lesson builds on what has been taught earlier.
- Ensure marking relates to the learning objectives, success criteria and individual learning targets.
- Focus on both attainment and effort.
- Use the agreed code for marking (Appendix 1).
- Use 'Star' and 'Wish' system
- Use 'Marking Ladders' in an appropriate and measured fashion linked to learning intentions and success criteria
- Consider the use of a traffic light system that is linked to individual pupil abilities
- Attempt to involve the child in the marking process.
- When work is discussed with a child it should be marked  to show verbal feedback has been given

Allow specific time for children to read, reflect and respond to marking by taking appropriate action

- Check back to ensure that appropriate action has been taken by the child.
- Use the information gained together with other information to adjust future teaching plans and determine future targets and interventions.
- Ensure that their handwriting/language is neat and appropriate to the age and ability of the child.

Children should:

- Be made aware of the marking criteria.
- Be given time to read the teacher's comments and take necessary action.
- Initial comments to show they have read them and make a written response if appropriate.
- Be involved in responding positively to each other's work.

General procedures:

- Substitute teachers will use initials ST at the end of work they have marked.
- Classroom assistants may mark work requiring right or wrong answers under the guidance of the class teacher. Only the class teacher may make qualitative judgments or write advice on pupils' work.
- Peer assessment – pupil to sign their name and an agreed code of conduct adhered to.

Types of marking and good practice

- Marking is a waste of time if it has no impact.
- The type of marking used for a task should reflect the aim of the task set.
- Marking should praise, but also give guidance, consolidation and challenge.
- The teacher steps in to support, consolidate, accelerate or challenge.

Improvement prompts

- Reminder prompts

- Scaffolded prompts
- Example prompts
- Challenge prompts

Pupil marking

Pupil involvement in the marking process is vitally important and should be encouraged. Methods may vary according to the age and ability of the children, but can include the following; traffic lights, smiley faces, using generated success criteria check lists, and children writing their own comments.

- ◆ Self-marking:
Pupils may mark their own work at the teacher's discretion e.g. mental maths tests or spelling tests, etc. The emphasis is on pupils identifying their successes, addressing their misconceptions, as well as providing opportunities for early teacher intervention.
- ◆ Peer-marking:
When appropriate, and after considerable teacher modelling, pupils may mark a response partner's work. Initially the focus should be on identifying the strengths using the success criteria.
- ◆ Shared-marking
Teachers sometimes use one piece of work from an unnamed pupil to mark as a class, on the interactive whiteboard or visualiser. This enables the teacher to model the marking process and how to identify certain success criteria. It also allows the teaching and reinforcing of particular points at the same time.

Teachers will need to monitor how well pupils are responding to such comments and to their level of understanding regarding individual targets.

How do teachers in the foundation stage mark children's work?

In nursery and P. 1, teachers should:

- Engage in oral dialogue with children about their play, work and special books.
- Where appropriate write a comment with the child, or use smiley faces as an easy to understand visual assessment of the work.
- Annotate work and photographs of children, as part of the process of gathering information for the Foundation Stage.

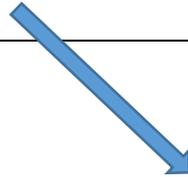
How will this policy be monitored and evaluated?

To achieve consistency within the school, regular moderation of marking will be planned into the school monitoring schedule. This policy will be monitored by the SLT team and relevant coordinators, through work sampling, pupil interviews and classroom observations. Written and verbal feedback will then be given to staff, highlighting good practice and areas for development.

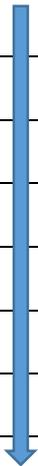
Suggested guidelines for marking books. Adaptations for younger children will be agreed at Foundation Stage. Dates should be included by pupil or teacher.

Improvements a child should make

If it is a recurrent error then it should be placed in a box



Significant spellings a child needs to learn for future work.	
Codes linked to Marking Rubric	
	Marking aimed at assisting a child improve own writing.
	Marking aimed at assisting a child improve writing linked to learning intentions and success criteria.



Using Rubrics

It is important to remember that rubrics have a range of advantages. However, only when they are used appropriately. Teachers must use rubrics to improve learning and not simply as a means of demonstrating marking has taken place.

Marking Rubric

Marking	Meaning
<u> </u> sp	Try spelling this word again
C	Find the missing or misplaced capital letter(s) on this line
S	Is this a sentence? Capital letter, full stop and make sense.
P	Find and include the missing punctuation on this line
Gr	Grammar error to be corrected
//	A new paragraph is needed
"	Speech marks are missing or used incorrectly.
^	A word or letter has been missed out
T	Check the tenses of your sentence
√	Well written section - apt and clear
√√	Very well written, extremely interesting.
?	The meaning here is unclear, or difficult to understand
X	This is incorrect, or not appropriate at this point

Appendix 2



Our Agreement on Marking Partnerships



When we become marking partners, we agree to:

- Respect our partner's work because they have done their best and so their work should be valued.
- Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective.
- Tell our partner the good things we see in their work.
- Listen to our partners advice because we are trying to help each other do better in our work.
- Look for a way to help our partner achieve the learning objective with more success.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions positive.
- Get our partners to talk about what they tried to achieve in their work.
- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.

