



## **Somerville School Marking Policy**

### **Purpose**

This policy acts as a guide to marking and feedback to ensure a commonality of expectation and consistency of approach throughout Somerville Primary School.

### **Rationale**

Marking is an integral part of the assessment process. Good quality marking provides constructive feedback to children, focusing on success and improvement needs against learning objectives or personal targets. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

### **Aims**

- To acknowledge effort and attainment.
- To involve children in their learning, by giving regular verbal and written feedback so that all pupils know and understand where they are in their learning, where they are going and know how to fill the gaps.
- To give suggestions for improving learning.
- To correct mistakes and offer encouragement.
- To assess children's learning against stated learning objectives or personal targets.
- To involve children in their learning by providing regular opportunities for self and peer assessment within lessons.
- To provide time for children to respond to oral and written feedback and to discuss the improvements made.
- To involve children in whole group shared marking, appropriate to their age, which allows for discussion and analysis in a secure environment.

### **General guidance**

- The marking key (appendix 1) will be used and displayed in the classroom.
- All work should be marked in red pen before the next lesson of that subject.
- Use a clear, cursive style appropriate to age and ability, e.g, KS1 print and KS2 cursive handwriting. (Nelson Handwriting resources)
- Comments, whether verbal or written, should relate to the learning objective/personal target/success criteria of the task. Task expectations must be made clear to the child before commencing.
- Comments should be positive and give suggestions on ways the child can improve (except for Cold and Hot Writes).
- Spelling, punctuation and grammar errors should be marked, appropriate to the ability of the child, in every piece of work and should be noted as a future teaching point.
- Comments relating to presentation of work can be made, however, should not replace comments relating to the content (presentation guidelines in appendix 2).
- Pupils should have opportunities to self and peer assess at least once a week in Maths, English and topic work.
- Good quality marking should be given to every child at least once a week. (*see guidance on quality marking*) for Maths, Science and topic. Quality progressive marking should take place regularly for every child in English leading up to a Hot Write.
- It is acceptable to use effort stickers or stars as encouragement and rewards, but these should not replace written feedback and should be used judiciously.
- Where appropriate the work should be annotated with the level of support given by an adult, and whether it was paired or group work.
- In case of work marked by staff other than the class teacher the person marking it should initial it. This would include TAs, PPA cover teachers, supply teachers and trainees.
- Work which does not have a written outcome e.g. practical work, Art work, drama, PE, etc, should receive verbal feedback, related to the learning objectives and success criteria. Wherever possible, pupils should be given the opportunity to improve their work after self-evaluation and teacher's comments. This may be during the same lesson or in a future lesson, as appropriate.



### Self/peer assessment

- Children need to evaluate their own and others' work, to identify progress against learning objectives or personal targets. This can be achieved by using a code to allow children to indicate how they felt about their work e.g.

- ☺ I understood the learning objective
- ☹ I need more practice
- ☹ I don't understand the learning objective

- Children should mark their work in a green pen.
- Peer Assessment should be in the form of a toolkit or on a post-it.

### Quality (developmental) marking guidance

- Quality marking should be used once a week in Maths, Science and topic.
- Quality progressive marking in English should be undertaken regularly.
- Marking should focus on the successes against the personal targets and developmental needs.
- When quality marking, teachers will:
  - i) read the entire piece of work
  - ii) identify an aspect of the work which could be improved
  - iii) provide a focused comment, verbal or written, which should help the child to 'close the gap' between what they have achieved and what they could have achieved.

Useful closing the gap comments are:

Definition:

- A **reminder** prompt: This simply reminds the child of what can be improved.
- A **scaffolded** prompt : For children who need more structure than a simple reminder. This provides some support; it could be a question, directive or perhaps an unfinished question.
- An **example** prompt : This prompt gives children options to choose from.

English

- A **reminder** prompt (eg 'What else could you say about the prince's clothes?');
- A **scaffolded** prompt (eg. 'What was the monster doing?', 'The monster was so angry that he...')
- An **example** prompt (eg. 'Choose one of these: He is a good friend because he never says unkind things / Ali is my friend because he is always kind to me')

Maths

- A **reminder** prompt (eg 'Explain how you worked this out? Why do you think..... Could you show another method for solving question 3?' Reminding the child to use zero as a placeholder);
- A **scaffolded** prompt (eg. 'Complete the number pattern: 1, 3, 5, .....? Can you order these numbers in a different way?')
- An **example** prompt (eg. 'These are even numbers 2, 4, 6, 8, 10,... can you tell me 2 things you know about even numbers? If  $52 - 30 = 22$  and  $22 + 30 = 52$ , what other numbers facts can link to these?')

(See Appendix for marking codes and maths sentence stems).

- In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been Quality Marked, time is planned in the next lesson for children to read and write a focused improvement based on the prompt given.
- Teachers need to model this process to the children so that they are clear about what is expected of them when they respond.



## **Pupil Targets**

In writing, targets will be set according to the Cold Task. These will be changed per unit. A highlighter will be used for features achieved according to the toolkit in KS2 and target stamps/toolkits in KS1. For Maths, Reading and Personal Targets, teachers will set these termly.

## **Monitoring arrangements**

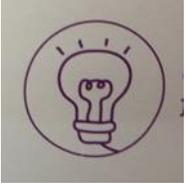
All members of staff are expected to be familiar with the policy and to apply it consistently. Marking will be a focus of all monitoring (work scrutiny, lesson observations and pupil progress meetings).

S. Fazil, S. Sarwar & S. Cockbill (January 2018)

Approved

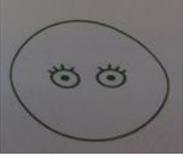


## EYFS Marking

	<b>Correct</b>
	<b>Creative idea</b>
	<b>Read own work</b>
	<b>I like this</b>
<b>S</b>	<b>Adult support</b>
<b>I</b>	<b>Independent</b>

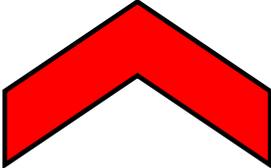
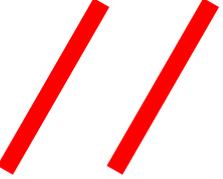


## EYFS/KS1 Marking

	<b>Correct</b>
	<b>Impressive</b>
	<b>Great idea</b>
	<b>Spelling</b>
	<b>Look carefully</b>
<b>S</b>	<b>Adult support</b>
<b>I</b>	<b>Independent</b>
<b>ST</b>	<b>Supply Teacher</b>



## KS 2 Marking

	<b>Correct</b>
<b>P</b>	<b>Check punctuation</b>
<b>Sp</b>	<b>Spelling mistake</b>
	<b>Missing word</b>
	<b>New paragraph needed</b>
<b>??</b>	<b>Not clear</b>



**T**

**Target Met**

**S**

**Adult support**

**VF**

**Verbal feedback given**

**ST**

**Supply Teacher**

**I**

**Independent**



**Impressive**



<b>Maths Marking - Sentence Stems</b>	
Look back at your work – Can you add/include...?	<b>R/S</b>
Can you find where you went wrong and make the correction?	<b>R</b>
How could you check/prove this?	<b>S/C</b>
Now try these... (extension or consolidate questions)	<b>R/C/M</b>
If the answer was... What could the question be?	<b>S/C</b>
Is there another way you could do this? Show me	<b>C</b>
Can you find a more efficient way of doing this? Show me	<b>C</b>
Finish the sentence: e.g. All multiples of 5 end in...	<b>S/C</b>
Fill in the blanks e.g. $\_\_2 + \_\_6 = 6 \_\_$	<b>S/C</b>
‘Tell me/that have’ sentence: Tell me 2 numbers that have a difference of 12	<b>C</b>
What would you... e.g. use to measure ...	<b>R/C</b>
What are the...? e.g. factors of 42, first 5 prime numbers, strategies for subtraction	<b>C</b>
Have you thought of all the possibilities? How can you be sure?	<b>S/M</b>
Now think of a real life situation where you would need to use this method.	<b>C</b>
Can you use this method to solve...?	<b>C/M</b>
Now try these questions and remember to ....	<b>M</b>

**R**- Reminder    **S** - Scaffold    **C** - Challenge    **M** - Modelled