



Marking and Assessment Policy

"We believe that we are all of equal worth and aim to provide an outstanding education setting where children can live and learn in harmony"

"We prepare children for the opportunities, experiences and responsibilities of life in a happy, caring, Christian environment"

"To achieve the values of this, the values of Love and Friendship, Endurance, Hope, Forgiveness, Peace and Reconciliation underpin and guide all aspects of school life"

Consultation that has taken place	September 2015
Date formally approved by governors	Autumn 2015
Date policy became effective	September 2015
Review date	October 2021
Person responsible for implementation and monitoring	Carolyn Reay
Other relevant policies	All Curriculum/Subject Area Policies

*'I press on toward the goal for the prize of the upward call of God in Christ Jesus' –
Philippians 3:14*

Cross-curricular links

Pupils should be expected to produce the same quality of work in all subject areas and these expectations should be made clear to pupils both verbally and through marking comments. This includes the standard of handwriting, presentation skills like using a ruler, as well as the quality and quantity of work being produced.

SPaG

Marking across the curriculum must take into account Spelling, Punctuation and Grammar. This should include having the same expectations for pupil's written work in all subjects as there is during English lessons and addressing this when work is not to the same standard. For example: asking pupils to amend incorrectly punctuated sentences and correct up to 3 high frequency spellings/key vocabulary in foundation subjects/numeracy.

Marking

At Central Walker Church of England Primary School we have high expectations of the children. Marking, therefore will reflect what has been taught and the expectation that children will apply their learning immediately.

1. Teachers to follow the handwriting policy (see handwriting policy) when marking and model handwriting to the children.
2. Share and use the Learning Objective (WALT) as the title of the work.
3. Labels will be used to display date and WALT for each day from Reception – Y3. Teacher discretion will be used from Year 4 with a view for all EXP children to be writing Date and Walt (see below) by the end of Summer Term.

4. Year 4 – Year 6 to follow: 'DUMTUMS'
 - D date
 - U underline
 - M miss a line
 - T title
 - U underline
 - M miss a line
 - S start

5. Discuss Success Criteria for all groups of learners:
 - This will be displayed for the whole class in Year 1 to Year 6 so that the children can be taught how to refer back to the SC as a tool for learning and self-assessment. Where possible/appropriate, success criteria should be tailored to groups of learners through differentiation.

6. As this is proven to be the most effective way of giving feedback, mark with the children, when possible, moving from desk to desk as they work, using the marking key. Make an encouraging and personal comment about the work related to the learning objective.

7. Indicate next to the Learning Objective/WALT the level of support received by the child:
 - I – independent
 - T – teacher support
 - T+ – intensive teacher support
 - TA – teaching assistant
 - TA+ - intensive teaching assistant support
 - ST – student teacher
 - P – paired
 - G - group

7.
 - In KS1 children will self assess daily using:
 - Smiley face system

 - In KS2 children will self assess daily using:
 - Traffic light system (red, orange or green dot)

Marking Key

Codes will be used to remind children that they need to check their work again. Staff will help children to remember what they have been taught and to redraft or correct.

From Reception:

- Write word out again to copy
- Highlight incorrect letter formation of key letter(s). Write again to practise.

From KS1 all of the above including:

- Words are written out again to model correct spelling
- Number and letter formation

From LKS2 all of the above including:

- Children self correct or work with partners and help each other

- Sp – the word underlined is spelt wrong
- // - you need a new paragraph
- /\ - something is missing

Expectations

Marking must relate directly to the Learning Objective/WALT

- **Indicate areas of success and those requiring improvement in marking of all subjects**
 - 'Proud to be Purple' – tick or underline (using a ruler) successful points in purple.
 - 'Pink to Think' – dot or underline (using a ruler) areas which require improvement in pink.
- **All written pieces of work must have SPAG addressed.**
 - Basic punctuation errors to be addressed
 - A maximum of 3 x spellings per piece of work.
- **Quality marking of English once a fortnight and RE once per half term. Appropriate quality marking of Maths to be decided by the teacher and carried out as and when required to address misconceptions (if not done through immediate intervention) and/or to extend learning (if not done so sufficiently in the lesson).**
 - 'Proud to be Purple' – underline successful points in purple, using a ruler. An additional achievement/purple comment is optional e.g. Well done!
 - 'Pink to Think' - underline areas which require improvement in pink, using a ruler. Write a comment using a pink pen below the work, using full sentences and demonstrating handwriting policy. For English writing, pink tasks should relate to elements of the learning objective/success criteria. Pink tasks which require children to produce a piece of writing should be indicated by the T drawing a pink box, the approximate size of the response.
KS1: a quality mark is to include number/letter formation and an additional/challenge task (see above). Verbal feedback will often be more appropriate than a written explanation, in which case VF will be indicated.

Time must be given to children at the start of the lesson to respond to pink tasks. A system must then be in place to ensure that pink tasks have been completed and are accurate. It is for each class teacher to decide how this would be best monitored in their class but this could be:

1. through use of a TA during teaching time;
 2. through peer marking methods;
 3. by T checking certain groups during pink task time and saving other groups until later.
- 'Revisit in Red' - all pink tasks in KS2 need to be completed by the children in red pen. This includes spelling corrections and corrections in maths. With regards to maths, it is expected that all corrections are revisited by the child.

- **Peer marking once a week in UKS2/twice per half term in LKS2/once per half term in KS1 (Yr 1 beginning Spring 1)**

Pupils *must be taught* how to provide successful comments in-line with the pink and purple system. The children will be provided with a purple/pink box to record their peer assessment.

Marking Guidelines when quality marking

To close the gap between where a pupil is and where they need to be in their learning, there are three types of prompts that promote improvement. They also help to differentiate support. These are:

- Reminder prompts
- Scaffold prompts
- Example prompts

Here is an example of each, taken from research by Shirley Clarke:

Reminder prompt	<i>Say more about how you feel about this person</i>
Scaffold prompt	<i>Can you describe how this person is a 'good' friend</i>
Example prompt	<i>Choose one of these or one of your own: 'He is a good friend because he never says unkind things about me'; or 'My friend is a friend because he never tells me lies.'</i>

Reminders are the least supportive type of prompt – the most basic instruction on how to improve the work/learning and the most suitable prompt for able children. Scaffold prompts are for the children who need more support than a simple reminder. Example prompts are the most supportive type of prompt and are extremely successful with all children, but especially with average or below average pupils; they are the most explicit, instructional and illustrative statements of how to improve.