

REDCOURT ST ANSELM'S



POLICY FOR MARKING

REVIEW DATE: SEPTEMBER 2017

M Mazumder
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This policy has been written in consultation with the Governors and Staff of Redcourt with reference to our Mission Statement:

“Growing Together in God’s Love”

References

Bishop’s Conference of England and Wales
The National Curriculum Handbook
Education Act 2002
Equality Act 2010
0-25 SEND Code of Practice 2014
Curriculum Guidance for EYFS
DfE Curriculum Review Group 2004
New National Curriculum 2014
KCSiE 2016
CTSA 2015
EYFS Framework 2017

Read this policy with reference to:

Reaching Out – Essentials of an Edmund Rice Education
SEN-LDD and Inclusion Policy
Curriculum Policy
Teaching and Learning Policy
Religious Education Policy
Spiritual and Moral Development Policy
Staff Handbook
Anti-Bullying Policy
Child Protection and Safeguarding Policy
PHSEE+C Policy
Behaviour Policy
EYFS Curriculum Document
Race Equality Policy
Equal Opportunity Policy
PE Policy
Music Policy
Mathematics Policy
Science Policy
History Policy
Geography Policy
Art Policy
DT Policy
Language Policy
Staffing Responsibilities
Staff and Parent Communications Policy
Homework Policy
Curriculum and Assessment Action Plans
Transition of Pupils to and from Redcourt Policy
SEN-LDD Inclusion and Welfare Confidentiality and Information Sharing Policy

Whistle Blowing – Raising Reasonable Concerns about Professional Malpractice Policy
Redcourt St Anselm's seeks to promote fundamental British values at every opportunity having due regard for the need to prevent people being drawn into radicalisation and terrorism.

Preamble

This policy is concerned with the way in which we mark children's work. *It aims to facilitate a consistent approach to marking throughout the school.* Marking refers to the annotation and comments used when checking children's work. It provides children with information about how well they have done and where they could make improvements. It reminds you of the progress the children have made over the year. It informs parents about the rate of progress their children have made and how much support and advice they have needed to achieve their current level. Therefore marking should be clear, useful, helpful, perceptive and informative. As such, it is an important feature of the whole assessment cycle. All staff, pupils and parents should be aware of it.

Research shows that EFFECTIVE MARKING / FEEDBACK is the single most important factor which impacts on successful learning. Quality feedback is about building a dialogue with our pupils in which we encourage them to develop strategies for learning. It is a fact that in 2004 the top 10 'in demand' jobs of today did not exist. We are educating children for an uncertain world in terms of knowledge and skills based but we can encourage strategic learning.

As regards, the debate around Comments vs Grades, research indicates that comments only are far more effective in terms of recall than grades. We can, and should, continue the use of both in this dialogue.

Plenaries, pitched at three quarters of the lesson length, can check and give feedback on children's understanding or misconceptions. It is simply not enough to write Lesson Aims and Objectives on the board at the beginning, teachers must weave these into the development of each lesson so that they are not lost sight of by themselves or pupils.

In Foundation Stage

Children's work is addressed at the time by discussion. Praise is given, where relevant, house points / stickers or smiley faces used and simple written comments referring to the work. Where necessary, content, improvements and next steps are discussed. Samples of good work are also shared with the class as encouragement and motivation.

Why we mark children's work

The marking of children's work is a tool that helps them to learn and a necessary guide to you as to how well the children in your class have achieved the learning outcomes for a particular lesson or unit of work.

Marking provides the child with practical information as they build a picture of their strengths and weaknesses. It can help them to recognise what they do well and where they need to improve.

Marking and feedback that is fair and informative can motivate children to want to produce high-quality work. Children can recognise their own achievements and see the steps they are taking as they strive to meet challenging but achievable targets.

Aims

- To motivate children to want to produce high quality work.
- To teach children to recognise what they do well.
- To help children to improve through the setting of challenging but achievable targets and next steps.
- To allow children to build a picture of their strengths and weaknesses by giving quality feedback.
- To foster an ethos where it is acceptable to make mistakes as long as learning then allows children to remedy them.
- To establish a consistent approach to the way work is marked so that children understand how and why their work is marked.

Approaches to marking

Marking should be undertaken as quickly as possible, ideally with the child/a group, so that dialogue can take place and areas of difficulty can be dealt with promptly.

Selective self-marking by older children is acceptable providing the accuracy of marking is checked. Selective self-marking by older children is acceptable providing the accuracy of the marking is checked, monitored and recorded by the teacher. The method of self-correction is explicitly taught in KS2 where the children are assisted by the teacher. It provides a learning opportunity which is fully explained to the pupils. The strategies employed in the classroom includes:

- Pupils using a coloured pen/pencil/crayon to mark (not a regular pencil to ensure answers are not changed).
- Answers and their calculations are fully explained and demonstrated.
- Children make note of correct calculations, methods and answers where errors have been made.
- Staff ensure that pupils understand how to correctly calculate their answers in the light of any errors made.
- With mental maths tests, those tests are sent home for parent perusal and corrections.

It may be necessary for the teacher to set an individual pupil additional work / homework tasks to enable a pupil to gain mastery in answering a particular style of question posed.

Marks awarded at the end of a piece of work have their place but should not dominate.

Children should be taught to reflect on, and respond effectively to, teacher comments.

Correcting every mistake can be demoralising, especially for children with additional needs.

When written comments are made by staff, questions should be posed which children should be expected to answer.

Time should be allowed for children to reflect on teachers' written comments.

Teachers should write legibly and model good practice.

Verbal feedback given should be noted on children's work when necessary.

The marking process

Before a piece of work is undertaken, children should be clear what is going to be assessed when the work is marked (Learning Objective / Intention). During a piece of work, over-marking should be avoided. It is more realistic that a child will benefit from the targeting of key learning points related to the learning intention set. Oral feedback during the work is very important. After a piece of work, a comment may be written. Comments should be motivational and personal. While single *word* comments have their place, ideally time should be found to:

- write a brief comment that praises something within the piece of work, no matter how small
- ask questions that target a specific area for improvement.
- The 'Two stars and a wish' model can help staff and children clearly understand the purpose of marking. A 'next step' or improvement comment should be written.

Before the next piece of work is undertaken, time will be given to re-visit the targets from the previous piece of work.

How the children respond to your marking

Using symbols rather than words reduces the time that the teacher spends writing out his or her marking, but also enables non-readers or weak readers to access the information independently. Staff should use only a limited number of symbols with the youngest children. As the children move through the classes new ones can be added to the list as necessary to match the needs of the work involved.

Staff working with younger children may use a number of ways to comment including stamps, stickers, House Points and the commendation system. These, of course are used throughout the school, too.

Staff working with older children use the following symbols:-

- | | | |
|-----------|-----|---------------|
| S | for | Spelling |
| P | for | Punctuation |
| G | for | Grammar |
| Λ | for | word missing |
| // | for | new paragraph |
| √ | for | correct |
| · | for | wrong answer |

? for please re-read & try again

VFG for Verbal Feedback Given

Marking can include questions posed by the teacher, setting up a dialogue. These questions should receive an answer and time should be given for this.

Feedback can also be verbal, but it should still focus specifically on the desired learning outcomes and success criteria that were set for that area of the curriculum. Encouraging dialogue with the child or with a group of children will help staff to see whether the child has understood the marking. It also can be a chance to respond to the questions you have posed for weak readers/writers.

Marking has to be effective if it is to help with the assessment process. Below is a list of important points that you should consider if your marking is to be effective.

Effective marking

- is consistent with school policy
- provides feedback to children, *praise and encouragement are very important*
- is both verbal and written
- is shared with parents
- focuses on learning objectives
- influences future learning opportunities
- gives opportunities for child feedback
- recognises achievement and individual next steps

Teachers should use the information gained, together with other information, to adjust future learning plans

When marking, both orally and in children's workbooks, the teacher receives a vast amount of information about what the children are learning. This information shall be used to adjust or modify future planning to take account of possible gaps in skills or knowledge or indeed create opportunities to enhance learning to a higher level.

For example, if when marking a piece of historical writing, the teacher finds that the children have achieved the learning objective set but notices that many of the children have not used capital letters accurately, the teacher may decide to adjust planning to re-visit the use of capital letters in a future literacy lesson.

Conclusion

Focused marking is a vital tool in ongoing teacher assessment, allowing the opportunity to ensure that learning is broken down into easily manageable units of work, each with their own set of learning intentions. By marking to these learning objectives, by praising achievement and asking pertinent questions we can ensure that they are met and understood by children in

our classrooms. ***All Staff are expected to exercise their professional judgment in their marking activity.***