



**The Keys Academy Trust**

# Marking Policy

<i>Date</i>	<i>May 2018</i>
<i>Review date</i>	<i>May 2020</i>

**EARLEY ST. PETER'S C of E PRIMARY SCHOOL**  
**POLICY FOR MARKING AND FEEDBACK**

**Marking**

**a) The purpose of marking**

As a staff we recognise the importance of marking children's work. Marking and feedback allows us to:

- gauge children's level of understanding;
- ensure subsequent lessons can be planned in relation to the children's actual needs;
- give recognition and praise for children's achievement;
- focus on success and improvement needs against learning objectives and targets;
- encourage children to become reflective learners through verbal and written feedback;
- encourage greater effort;
- indicate to the children what they need to do to improve and provide clear strategies for improvement

We may mark different pieces of work in different ways, depending on:

- the purpose of the work / learning objective;
- the subject;
- the age of the children; □ the ability of the children.

Nevertheless, some common practices and principles will apply across the school and these follow in the next section.

**b) Types of marking**

The school makes use of three forms of marking and feedback.

**Verbal Feedback**

Earley St. Peter's school recognises the importance of children receiving regular verbal feedback. The adult will talk to the children about how they have met the learning objective and then question the children about a specific part of the work. This may be to correct children's understanding or to extend the children's learning. Children of all ages need verbal feedback but this is particularly important in KS1 where children may be unable to read a written comment. However, every piece of work should be acknowledged by the teacher.

Children's work in the Foundation Stage, whether part of Adult Directed activities or Child Initiated play will be acknowledged and verbal feedback will be given by an adult. Children are involved in reflective dialogue and discussion when teachers give advice about how to improve and suggest strategies which provide support for further progress.

### Written marking and feedback

Every piece of work must be marked or acknowledged by the teacher within a week of completing the work, using the school's marking symbols (Appendix A) – these are attached to this policy and are also displayed in every class/in children's books. □ Summative feedback / marking

This marking usually consists mainly of ticks and is associated with closed tasks or exercises where the answer is right or wrong. This marking can also be employed by the children, as a class or group, with the work flagged as PE ('peer evaluation' - see marking symbols). □ Formative feedback / marking

Not all pieces of work will be Quality Marked or marked in detail. Therefore, teachers exercise their professional judgement as to when and where it is best used and decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning objective and set targets for the child using 'Next Steps...' comment.

### Quality Marking – Closing the Gap

This is used when children have completed a substantial piece of work and it has to be marked away from the children, one piece of work per child per week. Teachers focus on both successes against the learning objective and improvement needs.

When Quality Marking teachers:

1. Read the entire piece of work.
2. Double tick work where the children have met the learning objective or set targets.
3. Provide a focused next steps comment which should help the children to 'close the gap' between what they have achieved and what they could have achieved

The type of prompt chosen will be differentiated to suit the ability of the children. This method of marking is suitable for writing across a range of subjects as well as Literacy. Staff should endeavour to use it whenever possible. The comments are what we often refer to as 'two stars and a wish'.

Useful closing the gap comments are:

- An **example** prompt (e.g. 'Choose one of these or your own: He ran round in circles looking for the rabbit. The dog couldn't believe his eyes.')
- A **scaffolded** prompt (e.g. 'What was the monster doing?', 'The monster was so angry that he...');
- A **reminder** prompt (e.g. 'What else could you say about the prince's clothes?')

### Children's response

It is our duty to provide children with information about the progress they are making (assessment) and guide their subsequent efforts (learning). In order for the marking and feedback to be formative, the information must be used and acted on by the children so that they are being stretched and challenged. Therefore, when work has been Quality

Marked, time is planned in a future lesson for children to read and write a focused response based on the Next Steps comment. There are many suitable times in the day when children can do this e.g. when they first arrive in the morning; during registration; straight after lunch; in 'fixit' sessions etc.

Teachers should model this process to the children at the beginning of each year so that they are clear what the different symbols and markings on their books mean and what is expected of them when they respond.

### Children evaluate their own learning

At Earley St. Peter's school, the date, title and learning objectives will be written at the top of the work. At the end of lessons, children are asked to mark against the learning objective whether they feel they have met the learning intention or not, e.g. using a smiley face, straight face or sad face.

Teachers also sometimes provide specific or generic learning intention check lists eg marking ladders for children to tick either as their work or when they have completed a piece of work.

### Handwriting, spelling, punctuation, grammar

It is not appropriate to make extensive written comments about handwriting, spelling, punctuation and grammar if these issues were not part of the original learning objective.

**This does not mean that these areas are not important or that as a school we do nothing about them. They are, however, addressed in other ways – see Appendix: Marking Symbols.**

### Colour and style of marking

- Pens should be used for marking that contrast to the children's work. Children mark their own work in pencils only.
- Written comments should be in the school's handwriting style.
- Ticks should be neat / discreet. A dot should be used underneath a mistake or wrong answer. Crosses should be used sparingly – if an entire page of calculations is wrong, a comment can tell the children this, rather than indicating each error.
- If a comment needs to be particularly negative this is best said directly to the children, rather than committing to paper something that others may read out of context.
- In Nursery and Reception, the teachers focus on giving verbal feedback to the children but may write a comment with the children. Staff also write comments on the back of work or on post-it-note as part of the process of gathering information for Parents and for the Foundation Stage Profile.

### Self-evaluation and peer marking

Older children are sometimes encouraged to self-evaluate by identifying their own successes based on agreed Success Criteria and setting targets for improvement where appropriate. If children mark either their own work or that of others they must be reminded to use pencils only and do so neatly, again using small, discrete ticks, and no crosses. **All work, including that peer or self-marked must be acknowledged by the teacher.**

### Homework

All homework must be acknowledged by using a tick or a Home Learning Certificate in accordance with Home Learning Grid Guidelines. (Refer to Homework Policy)

### **Review**

This policy will be monitored by the Leadership Team. SLT will monitor books and talk to children about their work. This policy will be reviewed annually by the Assessment Leader. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body Committee.

## Earley St. Peter's C of E Primary School

### Marking Symbols

Symbols	Meaning	In response, children ...
 KS1   KS2	Good words / phrases / L.O. well met	
•	Wrong answer	Insert correct number / information next to mistake
I	Independent work	
sp	A word is spelt incorrectly.	Put the correct spelling in the margin
P	Punctuation needs altering	Correct or insert the missing punctuation <i>where indicated</i>
	Missing capital letter	Check for the correct use of capital letters and correct
//NP	New paragraph needed	
( )?	Check this sentence / grammar / passage – something does not make sense	Re-write the sentence or passage <i>at the end of the piece</i>

<b>V</b>	A verbal response has been given by the teacher in relation to paper based work	
<b>PE</b>	Peer Evaluation- My partner has checked my work	
<b>SE</b>	Self Evaluation – I have checked my work	