



MARKING POLICY

September 2016

Adopted by the Standards Committee, as a delegated responsibility, on behalf of the FGB on

28 February 2017

Signature of the Chair of the Standards Committee



Shirley Community Nursery and Primary School marking policy

Rationale

To ensure that all pupils throughout the school have their work marked in such a way that it encourages a higher standard of achievement by identifying their next steps. At the same time, marking aims to develop their self-confidence and raise their self-esteem.

1. Aims

- To enable pupils to understand the next steps in their learning
- To advance pupil progress and outcomes
- To provide opportunities for assessment for learning
- To increase motivation
- To have a consistent approach to marking and responding to pupils' learning throughout the school

2. Guidelines

Marking and feedback should:

- always be completed before the next piece of work is started**
- be positive and motivating
- follow a consistent practice across the school
- be manageable for teachers and accessible to pupils
- reflect the success criteria based on the learning objective for each activity;
- involve all adults working with the pupils in the school (e.g. feedback from TAs in books)
- show that pupils have had time to respond
- encourage pupils to be 'first markers' and aim to edit, correct and improve their work before giving it to the teacher for comment or marking
- give recognition and praise for achievement and clear strategies for improvement
- respond to individual learning needs, marking face to face with some and at a distance with others
- inform future planning and group target setting
- ultimately be seen by pupils as a positive approach to *improving their learning*

How do we mark pupils' work?

At Shirley Primary School, pupils' work is marked in **green pen**. We use many different methods of feedback. The three main types are:

- Oral feedback (OF)
- Summative feedback (quick marking)
- Quality marking



3. Oral Feedback

Oral feedback is when the teacher has an open discussion with the pupil or group of pupils about their work. It is the preferred method of marking as it has the most impact on the pupils' progress. This type of feedback is completed during the lesson. The adult can use green pen on the work to support the feedback.

Oral feedback is important as it is instant and allows the pupils to act upon advice given by an adult immediately. There is no need for an adult to add written comments once oral feedback has taken place. However, a smiley/straight face should be written next to the L.O. with codes to explain how the work was completed. To help pupils know that their work was marked through oral feedback the teacher needs to indicate, at the side of the work, that oral feedback has been given with an OF in a circle. Oral feedback should always be used in guided group work.

At the end of the discussion, the teacher should have (in no particular order)

- assessed the pupils' efforts
- listened to the pupils' assessment of their own work
- shown the pupil where they have understood and achieved the learning objective and success criteria for the lesson
- suggested some improvements that could be made
- written OF in a circle
- drawn a smiley/straight face next to the learning objective
- **given the pupil the chance to respond to the feedback and make the improvement**

Where a pupil makes changes to their *written* work, they should **'edit' their work in black pen** to show the changes which were prompted by the oral feedback. In *maths*, pupils will redo the work at the side in pencil.

4. Summative feedback – 'Quick Marking'

The aim of quick marking is to acknowledge what the pupil has done well with a brief comment (e.g. great note making, clear method, well done) and **highlight areas for improvement using codes and symbols.**

Examples of when quick marking would be used.

- **Shorter pieces of writing in an English unit**
- **Writing in other subjects**

A smiley/straight face is written next to the learning objective and a letter is written to state how the pupil has completed the work. If there are places in the work where the pupil has met the L.O, a squiggly line is drawn. Pupils' improvements from quick marking rely on using the **marking code appendix 1.**



In **writing**, improvements focus on punctuation, spelling and grammar which they are able to apply in their next piece of writing. The teacher is expected to use the codes to identify pupils' next steps and focus on **punctuation, spelling and grammar**.

Capitals letters - All incorrect capital letters should be circled

Full stops – draw a circle where the full stop should be

Spellings – underline the word, no more than 3, and write the correction at the bottom of the work. The teacher should focus on words that the pupil is expected to know and ones **the pupil is likely to use the next time they write**. This approach is also used for the incorrect **verb tense**.

○ **Spot errors** – once pupils are able to, the teacher will mark a spot in the margin so the pupil can identify the error to correct themselves.

Overuse of connectives/repetition (when it's a single word) – bracket around the connective/word. Pupils can then write the full stop and capital letter or choose an alternative word

Additional detail needed (e.g. adjectives) – use the ^ sign

In **maths**, dots or circles are used to show where pupils need to review and correct their work. A * is written next to a working/answer that the teacher wants them to do again or correct.

Comments for improvement – there is no expectation that the teacher writes a comment for improvement as improvements should be based on spelling, punctuation and grammar or in maths: correct answers.

However, when a pupil hasn't met the learning objective, the teacher may choose to discuss it with them (OF) or add a brief instruction or question e.g. 'now write why' or 'write how you would do the experiment'.

Examples of quick marking can be seen in **appendix 2**.

How will pupils respond to quick marking?

Writing - Pupils are given a **blue Polishing Pen**. They are expected to use this to correct **over** their work so that they don't rub anything out. Spellings should be written out 3 times at the end of their work in **pencil**. Depending on the writing ability of a pupil, they should be encouraged to find the correct spellings themselves using spell checkers or dictionaries.

Pupils are always encouraged to 'edit' their work with the edit pen (black) **before** handing it in to be marked.

Maths - pupils should not rub out their previous answers, they should do the workings again or write the correct answer to the side.

5. Quality Marking



Writing

Prior to the work being marked, pupils should always edit their work using a black edit pen so that the improvements are clear for the teacher to see. Editing must be part of the writing process. Teachers are free to develop editing tools which they feel are most suitable for their pupils e.g. spell checker windows might be used by pupils so that they see one word at a time.

Success Criteria Grids (see **appendix 3**)

In KS1 and KS2, success criteria grids should be stuck in at the **start** of written pieces of work. The success criteria should also include the pupil's personal writing target (these are in the form of pre-printed labels). Guidance on writing success criteria can be found in appendix 3.

When a pupil has completed a piece of writing, they should self-assess the work on a success criteria grid. In KS2, the pupils are expected to say how they think they could improve their work. If it's a longer piece of written work, the teacher is expected to give an improvement point midway through the writing (relating to the success criteria grid) so that they are able to continue to apply this in the rest of the piece of work.

This type of marking should take place approximately **once a week either inside or outside of the English lesson**. However, oral feedback is preferred and should be completed with as many pupils as possible. **Examples of quality marking can be seen in appendix 4.**

When quality marking writing, teachers should:

1. Read the entire piece of work;
2. Squiggly line parts of the work which are a particular strength
3. Use the marking code to identify strengths and next steps for spelling, punctuation and grammar
4. Tick the grid to show which parts of the success criteria have been met (the teacher may wish to give a merit related to some of the success criteria)
5. * the success criteria you would like them to demonstrate in their improvement. The teacher may also * the area of the work that needs improvement.

If necessary, provide a **scaffold, example or instruction** for the pupil to complete. Examples of this may include:

- (instruction) Include a connective to extend the * sentence
- (instruction) Use speech marks around what Billy said
- (scaffold) Re-write the first two sentences using different openers: *Suddenly, the old man...*

How will pupils respond to the improvement?



Time should be given during personal learning time or the following lesson for pupils to read and then make the improvement based on the suggestion. For corrections *on* their work, pupils use their **polishing pen**. For additions at the end of piece of work, pupils use a pencil. **In order for the marking to be formative, the information must be used and acted on by the pupils.** The teacher is then expected to simply tick their response. Pupils are always encouraged to 'edit' their work with the black pen ***before*** handing it in to be marked.

In **mathematics**, quality marking to close the gap is quicker and should be used frequently. Pupils must be given time to respond to quality marking to close the gap. This can be done in personal learning time or at the start of the lesson. Types of quality marking in maths can be seen in **appendix 5**.

What other styles of marking do teacher's use?

Self-assessment

In every piece of work, all pupils should draw a smiley face or straight face to indicate how they feel about their learning in the lesson. Pupils are encouraged to self-evaluate their work throughout school; identifying their own successes and looking for an improvement point through the use of success criteria (e.g. a checklist, self evaluation questions). The plenary may then focus on this process as a way of analysing the learning.

Shared assessment

Teachers sometimes use one piece of work from an unnamed pupil in another class, or in agreement with the pupil, to mark as a class on the IWB or visualiser. This enables the teacher to model the assessment process against the success criteria; teaching particular points at the same time. This can be followed by shared improvements to the work.

Peer Assessment

Pupils sometimes assess each others' work. Peer assessment can be completed at any stage of the writing process and in other subjects. The following points are important:

1. Pupils need to be trained to do this through modelling with the whole class, watching the paired marking in action
2. Ground rules should be agreed as a class
3. Pupils should point out two things that meet the Success Criteria and then suggest a way to improve the piece but only against the learning objective and success criteria. The 2 positives and a point for improvement should be followed to avoid over criticism.
4. Encourage a dialogue between the pupils rather than one pupil being the 'teacher'.

6. Use of targets



Targets should be used as often as possible and pupils should move through targets throughout a term. Target cards (taken from Target Tracker) should be placed in pockets at the back of pupils' maths and English books. As pupils achieve their targets, the teacher should tick and date the target card and highlight the next target. Sticky labels with their targets are stuck at the top of **every** piece of written work (or in the Success Criteria grid if one is used). If the target is met, the teacher can tick on the sticker or use a 'Target Met' stamp.

Target cards are working documents and should not be replaced until a pupil has moved into the next band. Targets are written in child-friendly language.

In maths, targets are practised in lessons which focus on them. However, the target cards should be working documents and pupils are expected to move through their targets and be given time to practise them.

Target cards and stickers for writing targets should be in use in KS1 and KS2.

See **appendix 6** for a working example.

Monitoring and Implementation of the Marking Policy

The policy will be monitored through

- Regular scrutiny of pupils' work (to be carried out by team leaders, SLT and subject Co-ordinators)
- Sampling books across subjects (to be carried out by team leaders, SLT and subject co-ordinators)
- Discussions with staff and pupils (to be carried out by SLT)
- Observations of lessons (to be carried out by SLT)
- Consultation with pupils (interviews and school council)

7. Marking in Early Years

Please refer to the guidance in appendix 7 and examples of 'how to wow' in appendix 8.

Appendices

1. Marking code
2. Quick marking examples
3. Guidance for creating a Success Criteria
4. Quality marking samples in writing
5. Quality marking in mathematics examples
6. Target Card
7. Marking the Early Years
8. 'How to wow' examples for use in reception

