



**St James' Lanehead Church of England Primary School**

# **Marking Policy**

<b>Date of Policy:</b>	<b>January 2019</b>
<b>Person Responsible:</b>	<b>M Stott</b>
<b>To be reviewed:</b>	<b>Annually</b>
<b>Review Date:</b>	<b>January 2020</b>

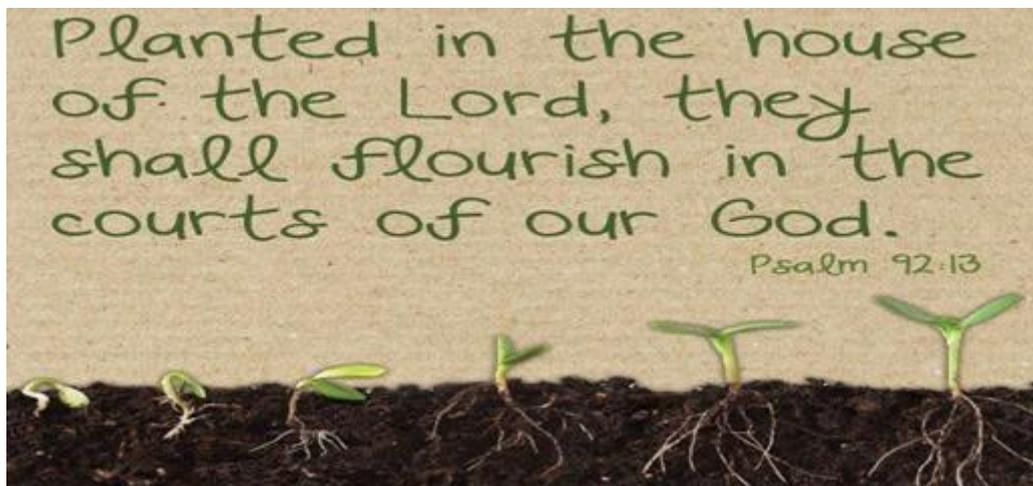




St James' Lanehead C of E (VA) Primary School

**Mission Statement**

*Our church school seeks to inspire each individual to flourish, grow and learn with Jesus at the heart of all we do.*



## **Rationale**

Improving learning through assessment, is aided by the provision of effective feedback to learners who need to know what they are doing well, understand how to improve and are able to assess and review their own work. We believe that providing feedback, (both verbally and through written feedback), is essential to ensuring children make good progress. We believe that by responding appropriately to children's work in a variety of ways including verbal responses, teacher modelling, guided teaching and written feedback, this will give children the best chance to improve academically. The marking of learners' work is therefore an important part of teacher assessment. This policy sets out how staff at St James' Lanehead Primary School intend to ensure that effective feedback, and specifically marking, is an integral part of our assessment procedures.

## **Aims**

The aims of this policy are:

- To establish an agreed approach to what constitutes quality feedback, by ensuring all teachers have an understanding of developmental marking.
- To provide an agreed focus for the way in which books are marked and how pupils respond to this.
- To raise the standards and achievement of all pupils.

## **Effective Marking**

Marking and feedback includes the pupil in the process of assessing what they have done well and how they can improve, as well as providing a public record of children's progress which can be shared with parents.

- Providing clear feedback to learners about the strengths and next steps in their work.
- Recognise, encourage and reward learner's efforts and progress, ensuring this is consistent to individual children's best efforts and academic ability.
- Provide a record of a learner's progress.
- Encourage learners to strive to improve.
- Help parents understand strengths and weaknesses in their learners work.

## **Principles**

Marking and feedback should:

- Be manageable for staff and accessible to learners.
- Relate to the learning challenge/targets and comment on previous attainment.
- Involve all adults working with the learners in the classroom.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for learners to read, reflect and respond to marking.
- Respond to individual learning needs.
- Inform future planning and target setting.
- Use consistent codes across the school.
- Ultimately be seen by learners, as a positive approach to improving their learning.

## Marking Procedures

### Oral Feedback:

Teachers, (and other adults involved in the learning), should:

- Discuss the learning planned for at the start and throughout each lesson. Children contribute to this discussion, explaining their work in relation to their learning objectives and success criteria or steps to success.
- Discuss and explain how the activities support children in achieving the success criteria.
- Use a variety of feedback methods, to help children clearly know how and in what ways they are meeting those criteria and how to improve their work.
- Reward success with targeted praise
- During all practical activities, a verbal response is made which may take the form of a group discussion, Teacher intervention as appropriate, or self-evaluation.
- St James' Lanehead C of E (VA) Primary School, recognises the importance of learners receiving regular oral feedback. The adult will initially talk to the learner about how they have met the learning challenge/target and then question the learner about a specific part of the learning. This may be to correct a learner's understanding, or to extend thinking. If VF (verbal feedback) is given, this is written in books

### Marking Learners Learning

Learning needs to be marked using the 'Tickled Pink, Green for Growth' model in all subject areas.

### Written Marking and Feedback

When Marking, staff:

1. Read the piece of learning.
2. Highlight examples, of where the learner has met the learning intention in 'Tickled Pink'.
3. Highlight next to an aspect of the learning, which could be improved in 'Green for Growth'.
4. Provide a focused comment, which should help the learner to 'close the gap' between what they have achieved and what they could have achieved in, 'Green for Growth'

### Useful Closing the Gap Comments are:

- 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...').
- **When learners are marking or providing oral feedback on their own, or each other's work, 'Tickled Pink, Green for Growth' is always used.**

## **Implementation in the Foundation Stage**

- Evidence of progression is collected and samples are kept in a child's individual learning journal, hard copy and IPAD. This continues throughout FS. These will be shared with the children and their families.
- This will always have comments from the Early Years Practitioner about the learning with next steps, as appropriate, across the areas of learning and development. This will be appropriately referenced by the Early Learning Practitioner to the age related band of Development matters, or the relevant Early Learning Goals and include comments for the next steps learning.
- These samples can be in the form of a photograph, recorded dialogue, observations and 'graphic' work.
- The next steps should then appear in future lessons/learning opportunities/previous activities.
- Learning journals are shared with children and parents, encouraging children to reflect on their learning. Parents also have the opportunity to reflect too. It is crucial that children and parents feel they are part of the learning.
- Reflection is a key part of oral feedback and is implicit throughout all elements of the day.
- Reward systems, which include stickers, sharing work with other practitioners, praise, smiley faces and sharing work with other children, is a key part.

## **What Should Quality Marking and Feedback Look Like at KS1?**

- Marking is related to LOs and Steps to Success. Marking should also refer to targets from time to time.
- The actual work should be 'tickled pink' and highlighted 'green for growth'.
- Next steps comments should also be highlighted/written in green.
- Children should be able to respond to next step comments, for 3 in 5 pieces of work, by the end of Y1. Before this point, children will be introduced to the concept of developmental marking by completing marking with TA's/Teachers during group work. By the summer term of Year 2 marking in KS1 should resemble marking in KS2. Quality marking needs to be done in all subjects.

## **What Should Quality Marking and Feedback Look Like in KS2?**

Marking is related to LOs and Steps to success. Extremely good evidence of the LO/SC should be highlighted pink and particular areas for development should be highlighted green. Next steps comments should also be highlighted/written in green. These need to be underlined in the correct colour, 'pink for positive' and 'green for growth'. We will aim for most children to be able to respond to next step comments for at least 3 in 5 pieces of work. This should be based on the pieces of work which most lend themselves to quality developmental. Quality marking needs to be done in all subjects.

## **Further Clarification**

- All children's books should be marked with improvement comments.
- Fix it time [F.I.T], I will be given time to improve my work.
- All marking in books should be kept up to date.
- Highlight in pink, aspects of their work which have met the LO.
- Highlight in green, aspects of their work which need improving.
- Write a brief praise statement E.g. accurate use of adverbials and highlight over it in pink.

- Write a brief next step comment, E.g. Use inverse operation to check your answers and highlight over it in green.
- Teachers can choose to write in the appropriate colours, rather than highlight over biro if they prefer.
- Allow children time to read your comments and write a response back to you.
- Reply to their response.
- Check that they have implemented your advice, in their next pieces of work.

### **All Teachers Have High Expectations and Do Not Settle For Less, than a Child's Best.**

- Agreed marking policy 'green for growth' and 'tickled pink', is applied across all year groups and subjects.
- Use pink and green highlighters to reference key points and a follow up comment against each, should be used against each at the end of the piece of work.
- Marking symbols should indicate context of the work and should be followed by ALL staff working with the child. They should be displayed in classrooms and discussed with the children.
- High standards of presentation should be expected for all classes e.g title, date, clear handwriting/letter formation, underlining using a ruler. Shabby/careless work should not be accepted, and pride taken when sticking in paper/worksheets.
- A child should correct mistakes by putting a neat line through the error. A correction may be made above or next to it depending on space.
- Comments by staff, marking books, need to be clear and legible, and readable for the child who is responding to them and in the Schools Handwriting Policy.
- Mark all books up to date regularly. This includes all subject areas, including topic and investigations
- Children should not be asked to regularly write in pen, until they are able to use clear, joined up handwriting. Birus are not permitted. Some children may prefer to continue to use pencil. Older children may be permitted to bring a pen from home but birus are not permitted.
- All books should have child's name clearly written on the front, mainly in Teachers writing. Older children may be able to write their own.
- Learning intentions should be clearly displayed on each piece of work, usually through the title but it may be via marking. If the children are ready, the children are to write their own learning intentions.
- ICT work, including the use of photographs relevant to subject areas, should printed/stuck in books.
- Marking/pupil responses need to reference follow up action, e.g. comments, corrections, improvements. These will be referenced to 'Green for Growth' points.
- Remember planned time for Fix it/Step up time, peer marking/discussion, Teacher/TA focused reviews with individuals/groups should be evidenced in marking.
- Peer marking should be clearly referenced and care taken that it is done to a high standard.
- Teachers/adults working with children may choose to mark/assess with groups during the lesson. Children should 'mark' in different colour to that they have written in. Teacher/adult comments will also still be needed.
- Posters will be displayed in the classroom to promote 'Green for Growth and 'Tickled Pink'.
- Work should always be marked in handwriting using the agreed Handwriting Policy.
- Marking is completed in 'green for growth'/developmental comments and in pink for positive/celebratory comments.
- Children to have time to complete corrections.

Teachers must also use green and pink highlighter pens to indicate 'tickled pink' and 'green for growth', on the actual child's work.

Learners can mark and assess each other's work or their own.

It is agreed that marking would be completed by the next session.

- All calculations should have a tick against them, rather than one tick at the end of a page.
- If a calculation is wrong, then a dot is indicated.
- Key inaccurate spellings/handwriting, should be addressed.
- Marking ladders can be used at the end of a unit of work.
- **OF** - an adult has talked to me about my work
- **[ F.I.T ]** - I will be given time to improve my work.
- Motivational stickers and stamps to be used for the children.

### **Monitoring, Evaluation and Review.**

As part of our self-evaluation, we will speak to pupils, scrutinise children's work and review our procedures.

This policy is a working document that will continue to be developed.