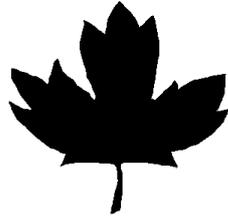


MAPLE PRIMARY SCHOOL



MARKING POLICY

Reviewed by staff and Governors' Curriculum and Standards Committee

Date: November 2012

Next review: November 2016

Marking is an integral part of assessment. We aim to provide a system of marking that is consistent and continuous across each stage within our school. Marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. Marking through Quality Marking allows for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others. We aim to mark positively whenever possible to enhance self-esteem and confidence. Marking may also be used to inform parents, inspectors and other interested parties.

Effective marking should:

- Give feedback to children and inform them of their achievements and the next steps in their learning;
- Show work is valued;
- Demonstrate appreciation of children's effort;
- Inform future planning and learning;
- Evaluate and assess children's learning;
- Help parents to understand the strengths and areas to develop their children's work.

At Maple Primary School, we want all children to make good or outstanding progress and develop positive attitude to their learning. "Assessment for Learning" is central to children recognising and achieving their potential.

Assessment for Learning is concerned with both the learner and the teacher being aware of where the learners are in their learning, where they need to go and how to get there.

The following policy outlines the key issues that ensure the teachers and the children at Maple Primary School achieve high standards and have ownership over the learning and teaching that takes place within the school.

Aims

The intention is for Assessment for Learning (AfL) to occur in everyday lessons. AfL improves learning and raises standards. The way teachers mark and give feedback to pupils is central to the process.

The key characteristics of Assessment for Learning are:

1. **Explicit Learning Objectives**
2. **Success Criteria**
3. **Questioning**
4. **Feedback**
5. **Marking**
6. **Adjusting teaching to take account of assessment outcomes**

1. Explicit Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and why it is important - "the bigger picture". It is therefore important that pupils know the learning objective to the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective.

Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson intention. **The learning objectives will focus on learning, not activities.** Helpful learning objective stems include "to know, to be able to"

2. Success Criteria

Developing success criteria to achieve the learning objective will help provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues. Success criteria will be generated by the teacher at the beginning of a unit of work, but it has been recognised that where children together generate their own success criteria to meet a learning objective, they gain more ownership over the learning with positive results. **Feedback against criteria frees children from personal discouragement. At the end of a unit of work in a core subject, teachers and pupils will carry out assessment using the success criteria.**

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3. Questioning

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking. Asking questions raises issues; from this the teacher builds up knowledge and information about the children's understanding and misconceptions. Time needs to be invested in framing key questions to use during the demonstration and modelling part of the lesson to ensure learning progresses. Key questions, including **prompting, promoting and probing** questions, may be recorded in teacher's medium or short term planning. **Wait or "thinking time" is essential** to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of **"talk partners"** where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning.

4. Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning (included in "Next Steps" in success criteria) as well as responding appropriately to the mistakes that they make. Teachers' feedback will provide pupils with the information they need to achieve the next step and make better progress. Feedback will always be constructive and sensitive because **any assessment has an emotional impact**. Feedback that comments on the work rather than the child are more constructive for both learning and motivation. The following are a number of ways feedback can be given:

Oral

- Most regular and interactive form of feedback;
- Focus on being constructive and informative to help pupils take the next steps in their learning;
- Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said);
- Whole class or group marking of one piece can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling;
- Opportunity to model the language pupils can use when responding or giving feedback to others;
- Developmental feedback - recognise pupils' efforts and achievements and offer specific details of way forward;
- Emphasise the learner's progress and achievement rather than failure;
- "VF" can be written on a piece of work to reflect "Verbal Feedback", to be used selectively for individual pupils and not as a replacement for written comments for class as a whole.

Self-Assessment

We will encourage pupils where possible to self assess their work. Strategies used include: recording traffic lights in their books or through thumbs up and to avoid peer pressure, this can be carried out with eyes closed.

Peer Assessment

Children can mark their own work against success criteria and on occasions be involved in shared marking. This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways.

5. Marking

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise esteem and provide opportunities for assessment - including self-assessment. Marking will encourage learners to be aware of how and what they are learning. The emphasis in marking will be on a child's achievement and what the next steps need to be in order for the child to further improve. These improvements will link to targets set for individuals, groups or the whole class. Marking will encourage the learners to be equally aware of **"how"** and **"what"** they are learning.

Key Principles and Guidance for Marking

- ✓ Establish ground rules on presentation and setting out.
- ✓ Marking is only of value if comments are read and responded to.
- ✓ All work marked by a member of staff should be in a colour different to the one used by pupils.
- ✓ Work marked by someone other than the class teacher should be initialled e.g. TA - Teaching Assistant, ST - Supply Teacher, children marking should put their initials.
- ✓ In depth marking will be completed in Maths, Literacy and Science. Marking must be manageable and not all pieces can be quality marked. Regular and frequent written feedback will be given to children in an appropriate way for their age and ability. Any work that is distance marked should be written in child friendly language.
- ✓ All marking will be positive, informative and constructive and comments may relate to LO and the SC.
- ✓ Maths and other closed tasks should be marked with a tick and a x put next to incorrect answers. Selectively, children should be encouraged to leave incorrect answers and not rub them out.
- ✓ Any calculations, sentences etc. that need to be corrected should be indicated in Next Steps comment where appropriate.
- ✓ Appropriate characteristics of assessment are introduced and used, depending on pupil needs in Foundation Stage and the Hearing Impaired Unit.
- ✓ Marking in Literacy should include Next Steps to indicate an area where some improvement needs to be made. Information needs to be given as to how the child can close the gap.
Useful "close the gap" are:
Reminders - What else could you say here?
Scaffolds - What was the dog's tail doing? The dog was angry so he....! Describe the expression on the dog's face.
Examples - Choose one of these - He ran around in circles looking for the rabbit / The dog could not believe his eyes.
- Modelling**
- ✓ Highlight in pink and green, mainly in free writing, or as appropriate, to show areas for "tickled pink" and area for growth.
- ✓ Spelling corrections should be limited to the words the child should know and a maximum of 3 spelling mistakes will be underlined and written correctly in the margin.
- ✓ Punctuation marks relevant to the child's National Curriculum levels will be marked. Punctuation mistakes will be inserted where omitted and circled where wrong, dependant on the learning objective.
- ✓ Time should be given to pupils to correct, redraft, edit, add and respond. Corrections and responses should be completed below the last piece of work.
- ✓ Marking will inform teachers' judgements on how a child is progressing in relation to the whole class, National Curriculum levels of attainment and the child's individual ability and will be used to inform teachers' records and reports to parents.

Appendix 1

These symbols are only used when appropriate to the learning objective / pupils target / age of the pupil.

Maple Marking Code

Sp = word underlined to check

// = new paragraph

VF = verbal feedback given

? = are you sure?

S = someone has scribed / supported for the pupil and initialled

Circle round to highlight

Small tick = correct

Cross or Dot = incorrect

Smiley face or double tick to highlight special words

Pink highlighter to show "tickled pink"

Green highlighter to show area of "growth"