



Marking policy.

Introduction

The aim of our policy is for the marking and feedback at our school to support the pupils to understand what is good about their work and how they can improve.

Marking in all subjects should reflect both the task set and individual knowledge, skill or other aspect identified from our agreed skills-progression, maths and English documents. **In all lessons**, the target will be shared with the children on a group or whole-class basis.

It is an agreed part of our teaching practice that every lesson/session will have a 'Target'.

The marking of work is to assess the progress pupils have made toward the 'steps to success' within the marked subject.




Additionally, it is an agreed part of our teaching practice that every lesson will have an agreed/negotiated success criteria (this may be in books, on the working wall, or interactive whiteboard). In mathematics we call this a stem-sentence.

We define success criteria as the small steps to success that makes up the overall 'target'.

Pupils may be encouraged to mark their own and each other's work to develop their analytical skills and set/evaluate targets for progress. This may take the form of peer-assessment, self-assessment or use of colours to match our policy. This will be used in an age appropriate way, orally in EYFS, moving to written by the end of the summer term of Y1.

Targets for work may be displayed, where appropriate, within the classroom and may be subject-specific or more general, e.g. relating to presentation. **Pupils will no longer have long-term targets in books or on walls. Rather, working-walls will fulfil this purpose by having WAGOLL (What a good one looks like) and these displays will be made from a combination of teacher model(s) and pupils' work. These may take the form of one-offs but more realistically build across a unit of work.**

All work, in every subject, will be marked: **It is an agreed part of our teaching practice that staff will use a black pen.**

<p>TE (Target Excellent) Pink Highlighter/crayon</p>	<p>TE </p>	<p><i>You have put a lot of effort into this work and made excellent progress toward the success criteria or stem sentence</i></p>
<p>TG (Target Good) Green Highlighter/crayon</p>	<p>TG </p>	<p><i>You have put good effort into this work and made pleasing progress toward the success criteria or stem sentence</i></p>
<p>TS (Target satisfactory) Orange highlighter/crayon</p>	<p>TS </p>	<p><i>This is acceptable but with more effort you could have done better</i></p>

Staff policy written following the staff meeting 10/9/14; update Sept 2019

This will take into account children's attainment/progress in the light of their known ability and challenge children to work to their potential. This code will often be accompanied by comments explaining where the pupil has achieved well/needs to target in the future.

All subjects will be marked for content against the agreed success criteria. Only subject specific words e.g. Pharaoh in Egyptians, will be corrected and National Literacy Strategy/Curriculum 2014 (see Appendix 2 for guidance) common words. Other achievements will be rewarded with Team points/merit stickers.

Marking will be used to inform planning and set targets which should be shared with the children. The use of highlighters/crayons will allow for easy instant recognition by all children, regardless of their stage of development, of the progress made towards their target.

Staff may also use the highlighters/crayons to identify particularly good examples within a piece of work i.e the green highlighter/crayon will be used for a small section.

Orange highlighters/crayons will be used to indicate an error or improvement needed e.g. better punctuation, punctuation missing, vocabulary could be improved, error in addition of digits.

Green and pink highlighters/crayons will show where pupils' work is good or excellent.

The teacher may correct short passages of punctuation and comments about punctuation will be made at regular intervals if necessary

Purple pens are used by children to upskill – we call these purple pens of power.

In addition: English work will be marked with.

Up to 4 incorrectly spelt words will be indicated below the work for practise or for inclusion in personal spelling logs

// indicates a new paragraph is needed / New line in speech (physically start a new line – no indent)

^indicates a word has been missed out

W Indicates wrong word used

S or Sp Incorrect spelling

It is an agreed part of our teaching practice that each child will receive a detailed, developmental comment, once per week in both English and Mathematics. This group will often be planned for, to receive this feedback, but professional discretion should also be used to vary this as appropriate (i.e. a different group has a greater need for this feedback and so the groups may be swapped or alternatively a second group may be target marked on that day too).

We expect children to complete their 'gap task' marking at the start of the next lesson and to initial to show this has been completed. Staff will 'tick' to show they have checked the marking task has been completed.

Importantly, we believe that the marking should be for the benefit of the children and then used to make a difference to the subsequent lessons/teaching sequence.

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Foundation subjects will be marked using the symbols only. However, once per half term, children will use a range of peer-assessment, self-assessment or a gap-task, where appropriate, to ensure that the good practice in English and Mathematics permeates all areas.

Staff will use professional discretion to identify where appropriate marking will also support English and Mathematics in other subjects e.g. Key words that have been learnt in English and have not been applied, may be corrected.

Foundation Stage.

Children are introduced to the smiley faces and develop a broad understanding of what each one means in simple terms. Chance to reflect, often 1:1, in group and individual discussions will be built in so that children start the process of identifying what is good about work and how it could be improved. Formal Targets and success criteria will not be used however adult directed language with phrases such as 'This is what I am looking for'....This forms the basis of early targets and success criteria. Use of self and peer assessment with 'smiles' will also support this process.

Key Stage 1

During the first term and the transition to Key Stage 1, much of the early work will still be oral with the children and an adult facilitator.

As the year progresses, children will have the opportunity to record their peer and self assessment comments on stickers, mainly using just the smiley faces, this will be extended to comments for the more able and for the majority of the year group by the end of Y1.

Use of highlighters/crayons to show good work starts here so that children can see clearly which parts of their work are good and which small areas could be improved.

By Y2 children will be beginning to respond to peer and self-assessment against the success criteria.

To scaffold responses, children will be encouraged to reflect upon the shared success criteria to support in identifying both strengths and areas for improvement.

Purple pens of power (PPP) will be used by pupils to re-draft, up-skill, amend, improve work.

Lower Key Stage 2

- Words / phrases / sentences will be highlighted in pink (excellent example), green (good), orange(action/attention needed) or orange (there is an error/omission or something needs improving). Generally there will be only 1 positive and one action needed highlight, although occasionally little more may be highlighted if appropriate.
- Examples of correct / expected outcomes will be displayed in books by teacher / member of staff marking work. Instructions (eg 'Now you try...') will be clearly indicated.
- Any 'close-the-gap' marking completed by the children will be initialled by them
- Language used in written comments will be appropriate to the individual child's level of understanding. Staff will help with accessibility, where appropriate.
 - Peer-assessment and self-assessment opportunities will be provided where children can assess their own and others' work against agreed success criteria or stem sentence. These opportunities will be both written (and recorded in exercise books) and oral (recorded in short-term / weekly planning)

Purple pens of power (PPP) will be used by pupils to re-draft, up-skill, amend, improve work.

Upper Key Stage 2

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as above, and...

- Some work may require action which cannot specifically be highlighted on a child’s work. Teachers’ written comments will indicate how the work can be improved in order to meet the learning target, and examples of expected outcomes may be displayed in books to assist children with their amendments. Instructions will be clear and ‘close-the-gap’ marking will be initialled by the children.
- Peer-assessment and self-assessment opportunities will be provided where children can assess their own and others’ work against agreed success criteria. These opportunities will be both written (and recorded in exercise books) and oral (recorded in short-term / weekly planning).

Purple pens of power (PPP) will be used by pupils to re-draft, up-skill, amend, improve work.

A guide below shows one way to use this policy to ensure that all children receive the agreed feedback, as ever, professional discretion should be used to make the best choices for the children and vary this accordingly.

Day	Group 1	Group 2	Group 3	Group 4	Group 5
1	Teacher Gap Task – marking as per policy	Self-assessment	Peer-assessment	Other adult marking or symbol	Marking symbol
2	Marking symbol	Teacher Gap Task – marking as per policy	Self-assessment	Peer-assessment	Other adult marking or symbol
3	Other adult marking or symbol	Teacher Gap Task – marking as per policy	Teacher Gap Task – marking as per policy	Self-assessment	Peer-assessment
4	Peer-assessment	Other adult marking or symbol	Marking symbol	Teacher Gap Task – marking as per policy	Self-assessment
5	Self-assessment	Peer-assessment	Other adult marking or symbol	Marking symbol	Teacher Gap Task – marking as per policy

Of course, there will be magic moments and moments that require intervention – **as professional people** – if the children need more or another group needs a detailed comment – do it!

Marking and Feedback

- Oral
- Written



“To be effective, feedback should cause thinking to take place.”

Shirley Clarke

Effective Feedback



The purpose of returning marked work to pupils or of oral feedback is to enable pupils to improve their learning.

However, both teachers and pupils need to be clear about the assessment criteria that will inform marking and feedback.

For instance, if the learning objectives for the work to be marked were not concerned with presentation and neatness, teachers may consider whether comments about those things should be made, particularly if it is the only comment that is made.

Successful Written Feedback

- Highlights success and improvement against the learning objective.
- Asks for small improvement.
- Quality marking - once or twice a week - not for every piece of work.
- Gives children time to act on it.
- Eventually develop shared marking:
 - teacher and child
 - child and partner - paired marking
 - child marks own work.



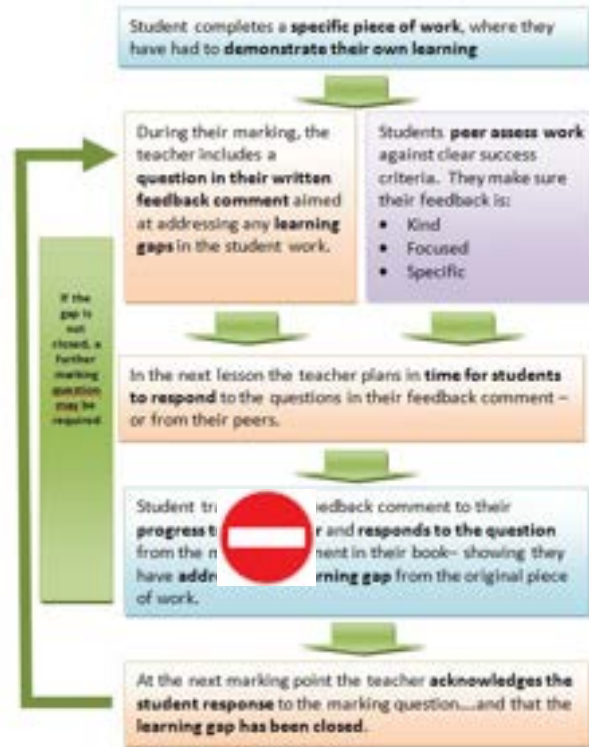
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Key Messages

- When AfL is truly embedded, there will be a range of evidence:
 - pupils know what they are learning
 - next step marking will be in place
 - opportunities to reflect upon learning are provided
 - assessment informs practice.

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So what does this look like in practice?



Twelve ideas for feedback	
1. Delayed marking	Pupil work is not given a grade, or score on the work (although the teacher records a grade in their teacher’s mark-book). Teacher written comments address the quality of the work, and give guidance as to how to improve. Pupils need to be given time to read the comments in class to find out how they have achieved. Pose a question e.g. which part could you improve?
2. Responding to marking	Teacher feedback is written at the end of a piece of work. Pupils then make an appropriate response below the teacher feedback, including where to find any redrafting.
3. Pupil marking	Get Pupils to mark their own work, and their peers’ work, using Pupil friendly mark-schemes.
4. Colouring in	Pupils are given coloured pens and are expected to highlight on their work where they have shown evidence of different skills according to the requirements of the mark-scheme.
5. Focused marking	Mark Pupil work against one or two specific criteria, even though there may be many criteria that could be marked. This allows the teacher to provide more focused and detailed feedback on things
6. Find and Fix Your mistakes	Instead of marking answers as correct or incorrect, tell the Pupils the number of answers that were wrong. Give them time in class to find and correct their mistakes either individually or in groups.
7. Margin marking	Instead of marking each spelling or grammar mistake, put a mark in the margin for some of them for the Pupils to find their own mistakes, and correct them – Purple Pens of Power
8. Traffic lights.	Pupils are given a dot in the colour of our mark scheme. Questions are posed for the children around the colours e.g. Why is this sentence pink? How could you improved the orange (TS) sentence to make it TG?

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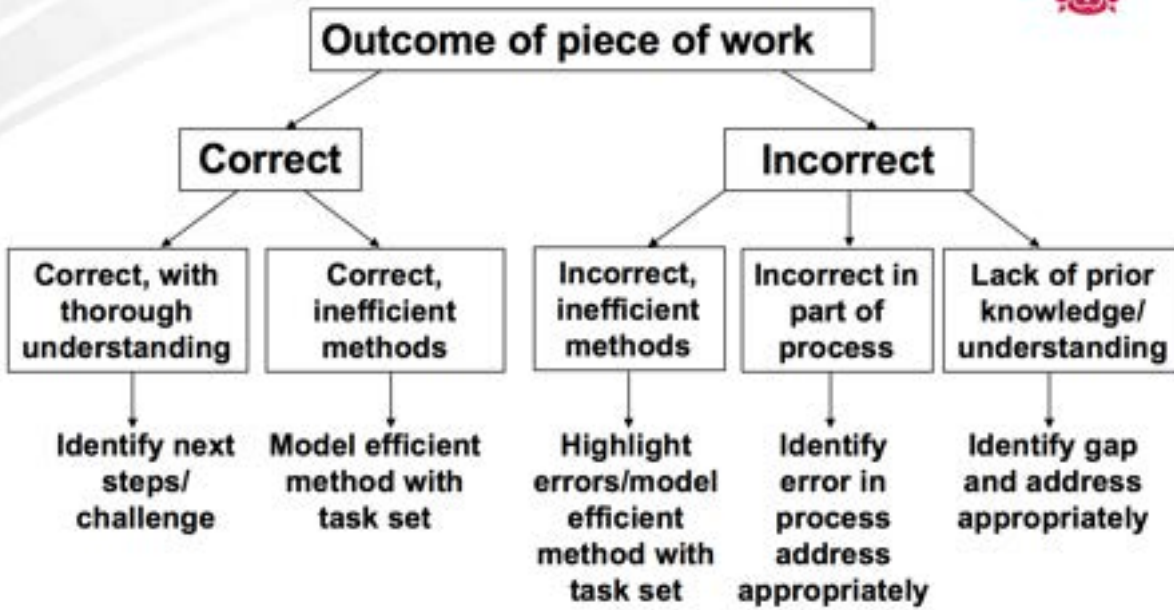
9. Aim for the next level	Pupils identify levels of improvement by comparing their work to exemplars at the next 'level' or achievement. Pupils realise that they need to set themselves higher standards. Able Pupils find that they can improve a good piece of work.
10. Mark it yourself	Pupils use highlighters to identify good areas against the success criteria and generate their own comment of why the work is good
11. 2 * and a wish	Teacher identifies two good aspects against the success criteria and one area to improve
12. WWW EBI	WWW – What worked well in this piece of work EBI – Even better if you

Rules for peer feedback.

- **Respect** our partner's work because they have done their best and so their work should be valued
- **Try to see** how they have tackled the learning objective and only try to improve things that are to do with the learning objective
- **Tell** our partner the good things we see in their work
- **Listen** to our partner's advice because we are trying to help each other do better in our work
- **Look for** a way to help our partner to achieve the learning objective better by giving them a 'closing the gap' activity to do
- Try to make our suggestion as **clear** as possible
- Try to make our suggestions **positive**
- Get our partner to **talk about** what they have tried to achieve in their work
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

In Mathematics it's useful to think about errors in this way:-

Effective Feedback



Some examples of gap tasks.

The forest adventure

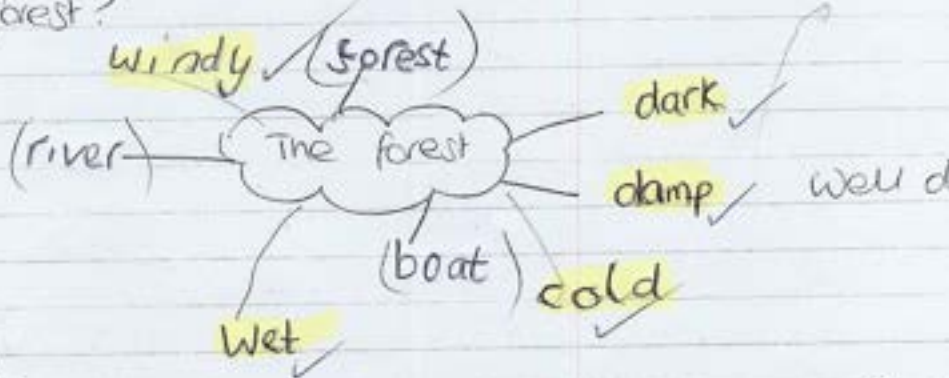
I was stuck in the dark cold forest. I could hear the birds in the tree. I was lost. Then I saw a boat and I pushed it to the river but by the river was a snake so I stepped over it and I put the boat in the river but I didn't know which way to go so I went left and went home.

Lovely story keep.

A very good e



Can you think of some words below to describe the forest?



Can you think of another word for stepped?

jumped ran



Excellent partitioning.
Can you put this number
back together?

5000
600
50
2

yes

Please write it here

5652

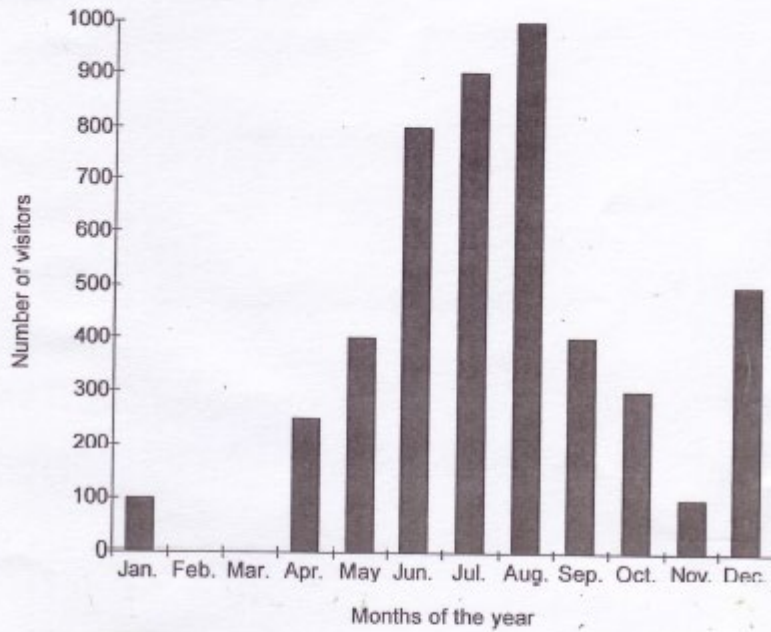
Excellent!

Thank
you

MISS

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This chart shows the number of visitors that an amusement park had over the course of a year.



Why do you think December had more visitors than October and November? I think December had more because of the Christmas holidays.



28/10/9

to be able to calculate the mode, median, mean and range

maths = mean = 2.1
mode = 2.5
median = 2.4
range = 2.4

Can you please write a set of numbers with the mean of 5 and median of 6

mean = 5 5 5 5 5 = 25 : 5 = 5

1, 4, 5, 7, 8, 9 = median

Amber = The pupil has indicated that he / she is unsure of this learning.

Following discussion this prompt is trying to tease out the pupil's understanding

9/12/08

to be able to calculate the % of an amount using a written method.

10% of 70 = 7 ✓

50% of 42 = 21 ✓

25% of 24 = 6 ✓

10% of 150 = 15 ✓

20% of 35 = 7.5 ✓ 20%

30% of 160 = 48 ✓

75% of 60 = 45 ✓

40% of 30 = 12 ✓

10% of 130 = 13 ✓

50% of 500 = 250 ✓

20% of 25 = 5 ✓

25% of 40 = 10 ✓

Can you explain how we could find 20% of a number?

Find 10% then find 10% again then what do we do?

M.R 00

Amber indicated by the child so a prompt has been given and further discussion will follow

Monday 9th February

To improve the first draft of an a formal letter

St. Mattheus primary Windmill Lane, 1 Smithwick, 666 3LX Woodropley 6 February

Dear Sir

I am writing to complain that I purchased your shops product (Model SST202) and it was faulty

Consequently upon open arriving home I discovered that the wings were ~~down~~ disconnected, disassemble with ~~could~~ of caused a serious accident to my daughter

Finally I would like to exchange the product and have my money back. therefore if I do not get ~~purpose~~ of the things, ~~so~~ those things I will have to take the matter in my hands. Is this a threat?

yours faithfully
Kensin White

How might you re-word the final paragraph to sound less threatening

If we can come to an agreement you will be hearing from my Solicitor.

Gap task to improve the purpose of the writing

I want you to try and write a persuasive rhetorical question to conclude! Would you like your favourite animal to be extinct?

Good - What are the features of an explanation text?

- Present tense
- opening statement to introduce the topic
- causal connectives
- Title
- Passive voice
- technical vocabulary

Make me think

Challenge my understanding

Give me something to do to which I have to act upon

Give me something I can do in about 2 / 3 minutes

If the area of a shape is 12cm^2 , what could the perimeter be?

2cm 4cm 2cm

$A = L \times W$
 $12 = 2 \times L$
 $2 \times 6 = 2 + 4 + 2 + 2 = 12\text{cm}$

12cm This is perimeter of 12cm

St Martin's Primary - Tipton Y6

$$\begin{array}{r} 1 \\ 02 \end{array} (3 \times 4)$$

Chunking correct
-check addition

Self A

Today I did well and struggled with the partitioning in grid method. Also the chunking was correct but I didn't add it correct.

Furthermore I struggled just in adding I was to revise more tomorrow. Thankyou Miss Sim for your help. That's okay, thank you for great learning.

Gap task: 321.6×28 answer: 8996.00 or 8996 .

$\times \begin{array}{|c|c|c|c|} \hline 300 & 20 & 1 & 0.6 \\ \hline \end{array}$ Not a 100 box

20	6000	400	20	1.20	=	6421.20
					+	2574.8
8	2400	160	8	4.8		<u>8996.00</u>