

Marking Policy

INTRODUCTION

At St Mary's RC Primary School we believe that high quality, consistent and timely Marking and Feedback enhance children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance.

The importance of marking pupils' work cannot be overemphasized. It is the most effective assessment tool. Marking pupils' work is not only a way of finding out what they can do; it can also show them what they can do to improve their work. The outcomes of marking should have maximum effect on pupils' progress.

Aims and purposes of marking work in relation to planning, recording and reporting.

1. Aims:

General Aims and purposes

Marking can be used to:

- Promote higher standards.
- Provide a means of having a positive impact on pupil attitude, motivation and self-esteem.
- Inform other teachers and parents of a pupil's performance and future learning targets.
- Give pupils the opportunity to revise and reflect on their work.
- Enables pupils to be self-critical and set their own targets.
- Set new targets for pupils' learning.
- Give feedback to pupils on what they can do better next time.
- Provide a method of assessing the individual work of pupils.
- Measure work on specific learning and how it might be improved.
- Make sure pupils do their work.
- Find out who has not done their work.
- Ensure poor work or error do not go uncorrected.
- Show you've read the work.
- Encourage pupils

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- promote self-assessment, recognise their difficulties and accept guidance;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment and inform individual tracking of progress.
- to inform future lesson-planning.

2. Principles of marking and feedback:

2.1 The process of marking and offering feedback should be a positive one.

2.2 The marking should always be against the lesson's learning outcome - WILF (What I'm Looking For).

2.3 Where met, Individual Learning targets are acknowledged.

2.4 Comments should be appropriate to the age and ability of the child.

2.5 Children should be encouraged to self and peer assess.

2.6 The best marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed.

3. General Guidance to teachers

Assessment and feedback during the Lesson

3.1 **All** pieces of work will contain the **date** (Moving from date stamps in FP to Underlined with a ruler and pencil in KS2) and **WALT** 'We Are Learning To...' (not underlined) Younger children/ SEN may be supported with this (Expecting progression). A title may be present if required (underlined with a pencil and a ruler.)

3.2 The teacher will share the WALT (We are learning to...), WILF (What I'm Looking For...) / Success criteria / Steps to success, which, where possible, will be differentiated.

3.3 The teacher will discuss the WILF/ Success Criteria during the lesson, sometimes, having made an observation as to the children's progress, drawing the children together to address a misconception or move learning on where progress is good.

3.4 The children will be encouraged to assess their learning against the WILF/ Success Criteria, where appropriate e.g. 3 stars and a wish, target met etc., usually as part of the plenary.

3.5 When appropriate, children may mark their own or another child's work, but the teacher must always review this marking.

3.6 Children in Foundation phase in Literacy and Numeracy will self assess orally and physically using the thumbs up system. Thumb up-WILF achieved, thumb on the side-WILF partially achieved, thumb down-WILF not achieved. Smiley face, straight face and sad faces may also be used when appropriate. In Lower key stage 2 the traffic light system must be used in Literacy and Numeracy- Red- didn't achieve WILF, Orange- partially achieved WILF, Green- achieved WILF. In upper Key Stage 2 the same colour system will be used in the form of PLOT, P = Presentation, LO= Learning Objective, T= Task. This will give the teacher a quick snapshot as to the child's own feelings about their learning that day.

Assessment & Feedback after the lesson

3.6 The teacher will mark against the WILF / Success Criteria.

3.7 Teachers will comment on spelling and grammar only in the following cases:

- if spellings and grammar were part of the lesson focus/objective;
- if it is a spelling/high frequency word or phoneme that all pupils should know;
- if it is related to the child's target.
- if it relates to technical/ key vocabulary.

3.8 Written comments should be neat, legible and written in red (green for LSA's and supply teachers.)

3.9 The teacher should aim to mark work prior to the next lesson.

3.10 General marking comments should aim to be as specific as possible.

3.11 The word '**Achieved**' may be used written by the WALT occasionally but writing Good, lovely work, great try or well done must not be used in isolation, as it doesn't give the pupil appropriate feedback to further self-improve. In the case of whole class or group work a comment reflecting on the class' work or group response may be used.

Summary

The above information therefore suggest marking benefits-

Planning:

- To use it as a source of information to influence the content/purpose of future lessons.
- To inform subsequent work by matching it to pupils' abilities.
- To use it to improve learning.

Recording:

- To provide a record of pupils' progress, giving guidance and judgements and indicating the next learning steps to be taken.
- To provide a value judgement on the overall content and quality of a pupil's work
- To get an overview of what the class has learned/understood.

Reporting:

- To acknowledge, encourage and reward pupils' efforts and progress, building on the pupil-teacher relationship.
- To respond to a pupil's thoughts and feelings.
- To provide a clear feedback to the pupils on strengths and shortcomings in their children's work.
- To indicate that teachers have fulfilled a professional responsibility to set and scrutinise pupils' work.

Symbols and Abbreviations (see end of policy for a help sheet)

The following symbols/ abbreviations are used:

Ⓟ = discussed with teacher

ST – supply teacher

I = independent (when appropriate)

Support = guided and supported group

TA's to write 'TA' when worked with a group

T= target met

small tick = correct

dot = incorrect (please try again)

SP= spellings that need practice.

General Marking

- All marking should be carried out in red pen.
- Teachers should try to ensure that all comments are positive / instructional.
- Teachers should always try to qualify statements, particularly in the core curriculum.

4. Specific guidelines for Mathematics.

- Number dates are used with the specific WALT (differentiated if needed) and title.
- The use of rubbers will be avoided by children. Teachers may use them but only in a limited way.
- Incorrect work should be crossed out neatly by the children with a straight line running through the error, written in pencil.
- Correct work is reflected by a tick.
- Incorrect work is reflected by a dot.
- Incorrect work must be corrected by the child or the teacher.
- Where there are many errors it may be necessary to re-teach.
- Trial and error methods are an accepted part of mathematics. If a child makes a mistake they should be encouraged to try again. It could be that the method employed is correct whilst a computational error is at fault. If this is the case, it should be appreciated by the teacher and conveyed to the child.
- Teachers should ensure that books are marked at the end of the session/school day or during the lesson with the particular group(s) that the teacher is working with.
- As children move up the school, they can be encouraged to self-mark under supervision at certain times. However, this should not be overdone, (professional judgement required) since children need the feedback provided by the teacher on a regular basis.
- Incorrect work should be corrected under the main body of the work under the heading 'Corrections.'

5. Specific guidelines for Literacy lessons.

- Full stamped or written dates (Day, date, year,) underlined (pencil and ruler) are used with the specific WALT (differentiated if needed) and underlined (pencil and ruler) title. This will be progressive from FP to KS2.
- The use of rubbers will be avoided by the children. Teachers may use them, but only in a limited way. Children should put one, pencil ruler line through mistakes.
- Common words or difficult words that are not spelt correctly should be written in the margin by the teacher and SP placed at the top of the margin to denote spelling that need to be rewritten and added to weekly spelling lists. (Maximum of 5)
- If a great number of spelling corrections have been identified in a week then no progress should be made on the pupil's normal weekly spelling list until the corrected words have been clearly learnt. The above statement may alter if a new spelling scheme is adopted.
- All words corrected can be written out at least three times underneath the completed piece of work using the Look, Cover, Write, Check method. (Maximum of 5 words)
- For writing, marking should be completed against the agreed success criteria. Teachers may also make a comment against the pupil's self-evaluation agreeing or disagreeing with the pupil's own evaluation of the work completed and the target set for the next piece of work.(see Shirley Clarke materials in appendix) Obviously this can only happen if a self-evaluation has been completed.

RWInc marking guidelines.

1. Keep the marking positive.
2. Tickled Pink. Use a pink highlighter to show your favourite sentence or words.
3. Green for growth. Use a green highlighter to show an area that needs improvement. Maybe they are still spelling a green/ red word incorrectly that has been previously taught.
4. Mark with the pupil.
5. Use V if verbal feedback is given.
6. Use P if a prompt was given.
7. Underline in pencil a few words that you would like them to correct.
8. Ask pupils to find errors e.g. Find 2 spelling and 1 punctuation.

RWInc Comp

For each year group the teacher's book gives guidelines to support marking. These should be used in relation to the school marking policy. However when teachers mark the **pupil log books**, this should be done in **pencil** and marked as a **dialogue between the pupil and teacher**. It is also important to note that the log book may contain information that a pupil may not want to share with the class, therefore it is important that if a teacher wishes to share log book work, a pupil's agreement is sought.

6. Specific guidelines for Science.

- When marking science, teachers do not need to be overly concerned with punctuation and spelling unless a sentence has lost meaning.
- Scientific words related to the topic should be corrected for spelling and meaning.
- When marking investigational work, teachers should look for the correct format and where results have been interpreted; write a specific question to deepen the child's thinking and reasoning.
- Diagrams should be clearly and correctly labelled.

7. Specific guidelines for Religious Education

- The use of rubbers should be avoided wherever possible. Children should put a ruler line through mistakes.
- Common words or difficult words that are not spelt correctly should be written in the margin by the teacher and SP placed at the top of the margin to denote spelling that need to be rewritten and added to weekly spelling lists. (maximum of 5)
- Key vocabulary (Archdiocese resources) should be corrected for spelling and meaning wherever possible.
- If a comment is made, wherever possible it should reflect the progress in understanding of the learning objective for that lesson.
- For writing, marking should be completed against the agreed success criteria. Teachers may also make a comment against the pupil's self-evaluation agreeing or disagreeing with the pupil's own evaluation of the work completed and the target set for the next piece of work. (see Shirley Clarke materials)
- A personal verbal dialogue between teacher and pupil is encouraged wherever possible.
- Marking should serve as a challenge and encourage children to reflect.
- The marking should either be highlighting the pupils next steps or ask questions, allowing pupils to contemplate their work.
- Peer marking is acceptable but a teacher should make a comment with regards to the peers' statement.

8. Foundation Subjects – Marking Policy

ICT

As no separate book or file is kept for IT work, it is important that any ICT work linked to the other subjects is marked appropriately. Teachers should place the work in the relevant subject book or file and comment on the achievement in that subject **and** the IT skill shown.

Welsh

Welsh work should be marked directly relating to the learning objective (NOD) and dates written in Welsh. (this will be progressive dependant on age) Occasionally a teacher may write a praiseworthy comment in Welsh.

P.E.

The evaluation of P.E. will relate directly to the learning objective and take the form of a discussion between pupil and teacher. Peer evaluation or self-evaluation will form part of all lessons.

Geography/History

Children's work is to be marked in relation to the learning objective/skill focus for that lesson. Comments need only be given where a teacher feels necessary and should use correct geographical/historical vocabulary (ie Learning Objective). These comments may be written after a piece of work or given orally, particularly at PF. Comments made can be reflective, but can also allow for the next step forward.

Design Technology

When marking D.T. the comments made need to cover the whole process, at the same time including the skill focus for the project. Where possible it should include a positive statement and advice as to how the work may be improved.

Art and Music

In most cases, paper based work should be marked according to the learning objective. The marking of other types of artwork and Music will take the form of a discussion point between the teacher and the pupil, directly focusing on the relevant learning objective.

9. Conclusion:

This policy's principles and practice have been agreed by the staff of St Mary's RC primary Chepstow and monitoring and evaluation will take place periodically to ensure that it is applied consistently throughout the school.

Mr V Evans January 2013. Modified April 2013 and September 2013.

Marking information sheet.

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