Marking Policy

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Contents

Introduction

At Callowell Primary School we use marking and feedback to move the learning forward for all children and use it to target any specific gaps or misconceptions of the lesson objective. We believe it is important that children are directly involved in this process and time is provided for them to respond to this feedback.

To support with the creation of this policy, pupils were asked about their understanding of feedback and marking, along with their preferences. Pupil conferencing identified that children preferred 'live feedback' to help them to understand how they were doing and provide them with the opportunity to make any changes within the lesson. Pupils' views have helped shape this policy, alongside relevant research.

This policy has taken into consideration:

Colin & Quigley: Teacher feedback to improve pupil learning, EEF, June 2021: https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedback/

Department for Education Policy 2019 to Reduce Teachers' Workload: https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload

Aims

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

o show that we value their work, and encourage them to do the same;

o move the children's learning forward

o boost their self-esteem and aspirations, through use of praise and encouragement;

o give them feedback on key strengths of their learning and areas to develop;

o offer them specific information on the extent to which they have met the lesson objective

o promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance

from others

o share expectations;

o gauge their understanding, and identify any misconceptions;

o provide a basis both for summative and for formative assessment;

o Provide the ongoing assessment that should inform future lesson-planning.

Principles of Marking and Feedback

The process of marking and offering feedback should be a positive one, giving pride of place and recognition of the efforts made by the child.

The marking should always be in accordance with the lesson's WALT objective and success criteria.

- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made, such as the use of a Teaching Partner or discussion with Class Teacher.
- Teachers should clearly show where support was provided or whether it was completed independently. The following codes should be used:-
    - CTS = Class Teacher Support
    - TPS = Teaching Partner Support
    - I = Independent work (this is identified on children's work who would normally need support).
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Whenever possible, marking and feedback should involve the child directly. Therefore, there may be pieces of work that are marked using the code VF. VF stands for Verbal Feedback and will take place within that lesson.
- Feedback may also be given by a teaching partner, or through peer review.
- Feedback is provided through plenaries too, and in group sessions.
- Feedback is also provided through whole class marking.
- Feedback can identify a child's key learning difficulties.
- Booster groups will be used within and after lessons to support children who have made specific errors.
- Errors that were made by many children should not be the subject of individual comments, but should be noted in planning and will be addressed in the following lesson.
- Marking will be done ready for the next session, if deemed applicable to the learning for subsequent lessons. E.g. the skill lessons in Maths will be marked to improve a child's understanding and extend the learning.

Agreed Marking Procedures

- o WALT to be displayed on EVERY piece of work
- o Learning objective is to be specific to actual learning of a skill.
- o Date and title to be written and underlined
- o Success criteria MUST be included (stuck in) to every final outcome piece of work (English) and for all lessons for some foundation subjects (e.g. PSHE).
- o Adults marking children's work will use Green inked pen for correct work demarcating it with a tick and a 'Green Dot' by an error. This can be achieved in the lesson in order to give spontaneous marking.
- o Adults can decide which marking strategy is applicable for the lesson and to move the learning forward. They are as follows:

    - o Spontaneous marking as per the above statement.
    - o Whole class marking – using a WAGOLL to identify expected key features using a classroom visualizer. Pupils assess their own work against the criteria. Teacher scans through pupils' books to identify any misconceptions in order to address in subsequent lessons. This assessment is noted on teacher's weekly plan.
    - o Peer Assessment – using the success criteria, pupils use post it notes to identify strengths and errors in peers' work.
    - o Class teacher takes all pupils' books in and scans each child's work identifying common strengths and errors/ misconceptions. Books are grouped accordingly to strengths and errors. Teacher compiles a top sheet identifying these and then identifies on planning adult intervention for subsequent lesson/s.
    - o Teacher decides to take a certain group of pupils' work to mark in depth in order to further their learning- a form of 'Guided Marking'.

- o When pupils self-assess or edit their work, they will use the 'Purple Polishing Pens' to improve their work.
- o Teachers will decide when it is appropriate for children to have time to respond to adult marking.
- o Children can use the WAGOLL (What a Good One Looks Like), marking from the teacher and comparing work against the Success Criteria to improve their work.
- o Marking codes used if applicable to the lesson. Please refer to this section of the policy.
- o Spelling mistakes of common words / age related words to be picked up and recorded – children to practice x3 times (KS1) and x5 (KS2) on post-it notes placed in their books.
- o Ensure that there is a balance and consistency of marking between teacher and TP– adult to initial marking comment.
- o Ensure that there is a high expectation of handwriting and presentation from pupils / teachers / TP's.

Marking Codes

The marking code system is always followed for all areas of the curriculum, in accordance with the lesson objective for that lesson.

Teachers will record where support was provided or whether it was completed independently.

Children will have the opportunity to self-assess and edit their own work, using purple polishing pens.

	Marking Codes
√	Correct work
●	Mistake
?	Please reread. Does this make sense?
FS	Finger Spaces
▉	On the line
//	New Paragraph
SP	Spelling mistake
P	Punctuation
T	Tense
^	Missing word
VF	Verbal Feedback
CTS	Class Teacher Support
TPS	Teaching Partner Support
I	Independent Work
PW	Paired Work
GW	Group Work

Policy: Marking

Monitoring and Review

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Regular feedback will be sought from the children and monitoring will provide evidence of impact.

Policy: Marking