King David Primary School

Marking Policy

Philosophy

"Marking has the potential to be the most powerful, manageable and useful ongoing diagnostic record of achievement… it is also a very effective medium for providing feedback to children about their progress. Thus marking has essentially two functions: to provide an assessment record and to provide feedback to the child."
Shirley Clarke

Introduction

Marking of children's work is a fundamental part of the process of teaching and learning in school and is an important part of the assessment process. Marking demonstrates a respect for the work produced, gives feedback and indicates the ways in which the individual child can improve. Marking will also encourage the child to look at errors in a positive manner. This is in line with the school's positive approach to self-assessment.

This policy belongs with the set of policies on Assessment, Record Keeping and Reporting. It also takes into account the school's policy on Equal Opportunities.

Aims and purposes

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;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment and inform individual tracking of progress;
- provide the ongoing assessment that should inform future lesson-planning; and
- provide an indication to parents about their child's progress.

Marking and Feedback Expectations and Guidelines

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- The marking should always be in accordance with the lesson objective and the child's own personal learning targets.
- 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.
- Comments should be appropriate to the age and ability of the child.
- Comments will focus on only one or two key areas for improvement at any one time.

- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Written comments should be neat, legible and written in a contrasting colour.
- The marking system should be constructive and formative (see code).
- Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions.
- Feedback can identify a child's key learning difficulties.
- Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.
- One piece of numeracy and one piece of literacy should be marked in detail each week. Comments are made appropriate to the level of reading comprehension of the pupils, and in the younger years' lower ability groups, verbal feedback will initially be used.
- Work focussing on learning objectives for the Foundation Subjects are likely to be part of thematic lessons. In giving written feedback, teachers should ensure that comments do not always only focus on literacy skills, and must also give due weight to the learning objectives of the Foundation Subject. Each half-term, one piece of work each for Science, History and Geography should be marked in detail focussing on that subject's learning objectives. Class teachers will also mark a piece of work in detail each half-term in PSCHE, while RE and MfL (Ivrit and French) teachers will do likewise half-termly for their respective subjects. It can be helpful to identify in advance, during planning, which piece of learning will benefit from more detailed assessment. For Art, Technology, ICT, Music and PE, detailed marking can sometimes be used effectively, but feedback is more usually given verbally. Teachers should use their professional judgement when deciding when and how to give feedback in these subjects. When senior staff and co-ordinators are monitoring marking, they may make more use of pupil interviews, to gauge the feedback children receive from their teachers in these subjects.
- Teachers will use two stars for positive comments and boxes to indicate short term targets / "moving on task" marking statements to further improve their work.

Two ticks – achieved the learning objective
One tick – working towards the learning objective
(Ticks should be used when stars have not as it is not necessary to use the stars all the time)
Dot – not met/understood the learning objective
VF – verbal feedback given to the child
A – worked with an adult (no 'A' indicates child has worked independently)
Tick – correct
Dot – incorrect
(Other marking codes from existing list used at teacher's discretion and according to need in particular pieces of work)
Stars – one gold or silver star awarded for 'E' effort and another for 'A' achievement (perhaps a certain number of gold stars (10) might result in extra house points or other suitable reward? This can be dated as achieved) It is important that we recognise effort just as much as success. Stars could be drawn in pen or actual stickers could be used, whichever suits. A dot in either E or A would mean that there has been little effort or that the LO has not been achieved.
Moving on task – at the teacher's discretion but should be linked to a need or specific part of the SC not met. Could be a class/group moving on task. Where possible, linked to the Step-up document and still using the moving on tasks created from class Step-up last year. This should be as regular as possible/needed but not for the sake of it. Teachers will give time in class for children to respond to these.

Written comments – kept to a minimum and dependent on age. Time must be given for children to read, ask about or respond to. However, planning should also be annotated if necessary.

Group marking – children often respond to immediate feedback and can change and improve their work as a result. It is therefore suggested that teachers sometimes mark as they work with a group of children, or at the end of a lesson so that misunderstandings can be dealt with straight away. This gives children the opportunity to respond and edit or change immediately.

Suggestion for how this might look:

Date:	E	A
Learning Objective: By the end of the lesson I will have completed initial research on how posters from WWI were effective pieces of propaganda, using at least three different sources, making bullet point notes for each source used.	⭐	⭐
Success Criteria: Completed poster analysis after at least three posters analysed and discussed in pairs, with notes made Completed discussion work in groups Understand the importance of propaganda as a form of persuasion Know how images, words and layout contribute to how a poster is 'read'		
What went well (could be teacher, peer or own evaluation) *Good contribution to class discussion, this showed an understanding of this topic.* What must be reinforced or worked on next time (could be teacher, peer or own evaluation) *Remember to copy spellings accurately from the text and use full sentences in answers.* Moving on task (This is taken from writing Step-up moving on tasks) Or: *Analysis is very thorough, however; you need to remember alliteration can also be used to help people remember slogans as well as rhyme. Copy out one example of this from the posters looked at.*		

Date:	E	A
Learning Objective:	⭐	⭐
Success Criteria:		
What went well (could be teacher, peer or own evaluation) What must be reinforced or worked on next time (could be teacher, peer or own evaluation) Moving on task Or:		

Notes annotated on to planning could look like this: (again should be meaningful to the teacher and inform planning for next lesson. Not necessary for EVERY lesson but where the teacher feels it is appropriate/necessary to make a comment).
AMA group - met objectives with little support needed
MA and LA mixed with most meeting first three criteria. Struggled with recognising design features

General advice to teachers
Key stages 1 and 2
Children learn best when, through careful feedback, they build up a clear picture of how well they have done and what they need to do to improve. For teachers, giving pupils feedback is an invaluable tool for assessing children's progress, informing subsequent teaching and providing children with next steps. In addition, giving feedback provides the opportunity for teachers to give encouragement and praise and to reward achievement and effort. There is no proved research that shows that long 'deep' or 'focused' marking has a positive impact on pupil outcomes. Often, for younger children, marking can be confusing or too hard for them to read. Research shows that pupils who receive instant feedback go on to improve their work and make better progress. This marking or feedback should be meaningful, manageable and motivating. The quantity of marking should not be confused with the quality of marking. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

Aims
Marking and Feedback should:
● **Be meaningful**: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

● **Be manageable**: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

● **Be motivating**: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

- The best marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed.
- In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- The school has guidelines that apply to all pieces of work (e.g. the date and title must be underlined, with the lesson objective at the top). In the Upper Phase, all pupils are expected to follow these guidelines, while Middle Phase pupils should be working towards them. Teachers may decide that children are to write their own child determined learning objective at the start or the end of the lesson.
- Teachers mainly mark by comment (in preference to marks out of ten, or levels). Where possible, teachers establish direct links between oral or written praise and the school rewards systems (house points, head teacher's awards). Stamps and/or stickers may also be used.
- Ticks are normal where work is correct and a dot where errors have been made. Other symbols may be used once their meaning has been explained, for example a Sp for a spelling mistake (see Appendix 1, marking code).
- Where pupils interact in the marking process, they will be even more engaged and receptive to correction. In fact pupils should be encouraged to set some of their own targets from the marking of their work.
- When appropriate, children may mark their own or another child's work (as part of Assessment for Learning), but the teacher must always review this marking.

- In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.

The role of the Senior Management Team
Phase leaders will support year group colleagues in identifying key lessons for assessment. They will also support newly qualified teachers and teachers new to the school through making these procedures known to them.

Monitoring
Marking will be monitored through discussion and work scrutiny.
The Senior Management Team will monitor the application of this policy through the general monitoring programme.

Review
This policy is the responsibility of the Assessment co-ordinator and will be reviewed every three years.

Appendix 1

Marking Symbols

It is essential that marking is meaningful to the child. Adopting a common symbol approach will facilitate this and enable marking to be appropriate to the age and maturity of the children.

Marking Codes (to be displayed in classes)

√√= achieved the learning intention (written next to LO)
 √ =working towards learning intention (written next to LO)
   • = not understood the learning objective (written next to LO)
? = are you sure
circle around missing or incorrect punctuation
sp = word underlined for spelling correction (correct spelling written in margin) and no more than 3 spellings per piece of work
squiggle line under work = something doesn't make sense
// = new paragraph
/ = new line
VF = comment/feedback to be given directly to the child
VF√ = comment / feedback has been given
S = someone has scribed for the child
P = worked in a pair
I = worked independently
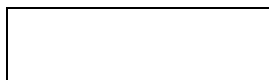A = worked with an adult
√= correct

Dot (**.**) = incorrect

☆
☆

2 stars used for positive comments (both children and staff)

Wand used to denote a wish for future targets (both children and staff)

Box for "moving on task" which needs to be completed, when child receives marked piece