Marking Policy

We uphold the ideal of inclusion in its broadest sense and seek to involve all stakeholders in achieving this.

As a team we aim to stimulate re-engagement, participation, interest and achievement by providing bespoke educational intervention programmes, pupil centred planning and solution focused support – ultimately leading to successful educational integration.

We endeavour to provide a safe, nurturing, community based environment that facilitates a personalised holistic approach to learning enabling pupils to reach their potential.

RATIONALE

An important aspect of all teaching is the prompt and careful checking and marking of learners' work. Marking is a regular means of communication with learners about their individual progress and, as such, is an integral part of formative assessment with this feedback informing the next step in their learning. Like all forms of communication, marking needs to be clear and able to be understood by the individual learner. Marking demonstrates that their teacher values what the learner has achieved and provides the teacher with information on the effectiveness of their teaching. Good marking practices help learners become genuine partners in the evaluation of their progress.

Purposes

Consistent marking will:

- ✓ Provide a structure within which to motivate, celebrate and praise the achievements of learners
- ✓ Marking is the tool by which the feedback becomes meaningful and effective, giving the pupil the understanding to consolidate or improve their learning.
- ✓ Assist learners to take responsibility for their own learning by jointly setting clear targets to focus on aspects of work where further development is needed
- ✓ Provide the teacher with feedback on how well learners have understood the current work, are progressing and inform planning for the next steps of teaching and learning
- ✓ Enable the teacher to make judgments about pupil progress/attainment and identify gaps in learning
- ✓ Help to provide an agreed standard of presentation and organisation of learners' work

Guidelines

1. Staff should periodically discuss marking arrangements and monitor practice, including workbook scrutiny, in order that this policy remains relevant.
2. All work will be marked promptly and should be within 1 week up to date.
3. Each piece of work will be dated, titled and the LO recorded.
4. Before each written exercise, learners will be informed about the learning objective and success criteria, and how it links to previous and future learning.
5. Success criteria can be devised before a lesson and shared with children or negotiated with pupil during the main teaching activity (before an independent task)

6. Teacher marking should be in green pen. Comments need to be understood by the child concerned and written in positive terms. We should refrain from using an " X ", from crossing out and from using a red pen.

7. Pink highlighter should be used to indicate an area for development/ mark a misconception or a mistake.

8. The number of corrections in any piece of work will be determined by the teacher to provide guidance and encouragement without negatively affecting the pupil's commitment to complete their work.

9. Marking must be selective, referring to achievements made against the learning objectives (LO) and success criteria. E.g. if the lesson focus is capital letters, then the marking should focus on the use of capital letters by the child.

10. A 'tick and flick' approach to marking for most class work can be undertaken, however for more in-depth, specific or lengthy pieces of work then a more diagnostic marking practice (PARA) should be undertaken. This should include: how the learner did well (Praise), what they need to do next/where they could develop (Action), opportunity for learner respond/comment (Response) and teacher comment (Acknowledge) as well as a general comment on the presentation and effort put into the work. This diagnostic type of marking should be undertaken regularly. This will give the child qualitative feedback on their work and may relate to hard work, effort, improvements made and your enjoyment on reading/marking the work.

Examples:
- ✓ Pupils read/write the objective to the lesson (as is appropriate for their age range) and the teacher makes reference to their success in the lesson.
- ✓ Comments may relate to an aspect of learning that taken place or a clear misunderstanding. Comments may relate to the presentation of the work.
- ✓ Comments should be developmental and include targets, but are also supportive without excessive repetition.
- ✓ Good work and effort is acknowledged.
- ✓ Pupils are involved in reflecting on the learning that has taken place and record

11. Learning points should be evident in all books (at least once a week) and should be utilized to support, consolidate and progress learning.

Exemplar Learning Points:
- ✓ Reminder LP - can you add a powerful verb? - say more about the fire
- ✓ Scaffold LP (focusing the child's attention on specifics or delving further) - could you add a little more suspense at this point? - what did the giant's breath smell of? - tell us more. What do they look like? How do they move? You have used similes and metaphors in your poem. Can you give me an example of personification?
- ✓ Example LP (offer a choice) - I crept down the stairs in the dark Or -I edged carefully down the stairs
- ✓ Question LP - Why did you choose this method to solve this problem?
- ✓ It is essential that all children are given time to look at their marked work, read the comments or consider their response to the prompt at an age appropriate level. Any improvements made by the child should be acknowledged by the teacher with a signature or comment. This shows clear and on-going communication between the teacher and the child.

12. Marking will involve the participation of the learner so that they might be given the opportunity for self- assessment, share in the setting of targets and learn how to evaluate their own work. Learners should use a traffic light system to self-assess their work at the end of the lesson. This will also support staff by informing future planning and ensure appropriateness of progression.

Red – I don't understand this yet/ I need help.

Amber – I don't fully understand this yet/ I need more practice before moving on.

Green – I am confident with this. I am ready to progress

13. Self-assessment/ marking should be embedded in work books. It allows the children to get immediate feedback about their work, encouraging independence and accuracy in self-checking work and spotting errors themselves. It provides the opportunity for immediate communication between teacher and children about any misconceptions and specific difficulties/problems. Self- marking is to be completed in a coloured pencil and the pupil initials the work. Teachers should intermittently check self- marking and initial alongside the pupils.
14. Peer marking should be completed in purple pen to differentiate between staff/ peer marking.
15. VF code should be used to indicate where Verbal Feedback has been given. However there should be some reference to what this was either in teacher planners or pupil books.
16. All subject areas should highlight areas of improvement regarding spelling and grammar and should utilize the generalized SPaG marking guide when doing so.
17. Learners will be given instructions in what is required of them in terms of the presentation of their work. Presentation of work should be commented upon if necessary; referring to inappropriate graffiti, size of written text and overall neatness. There should be high expectations, with pupils presenting their work to the best of their ability.
18. Learners will be expected to maintain files and workbooks in good order.
19. As individual skills develop, cursive script will be used.
20. Remember that a child's work can be seen by other members of staff and by professionals from outside the school.

LITERACY DIAGNOSTIC MARKING PARA
An in-depth, specific task or extended piece of writing/work should focus on successes and suggested improvements

1. **PRAISE - SHOWING AND PRAISING SUCCESS**
   The teacher finds the three *best* places in the child's work that link with the learning objective and then highlights, circles or underlines these. This avoids having to write things that will be largely inaccessible to the child.

2. **ACTION - INDICATING IMPROVEMENT AND GIVING AN IMPROVEMENT SUGGESTION**
   The teacher uses pink highlighted to indicate precisely where on the work improvement could be made (again avoiding excessive text)

   The teacher writes down or asks for an improvement suggestion to help the child know how to make the specific improvement. There are three types of improvement prompt, each linked to an area of improvement:
   ✓ Reminder (reminding the child of the learning objective);
   ✓ Scaffold (providing examples of what they need to do);
   ✓ Example (giving exact sentences, words or processes to copy)
   With young children, with some children with special educational needs and for practical subjects these prompts are often used orally, there and then. These prompts will be noted on the piece of work e.g. Verbal feedback given (VF)

3. **RESPONSE - MAKING THE IMPROVEMENT**
   Classroom time is given for children to read the successes, improvement suggestion or the learning point and to make their improvement (typical total maximum time needed: 10 minutes). Opportunities to make improvements must be recorded in the lesson evaluation to inform subsequent planning. While most of the class is making the improvement, time is then generated for a teaching assistant or additional adult to read out the improvement suggestions to any children who need support in either reading or understanding the teacher's feedback.

Younger children who cannot read suggestions given by the teacher should nevertheless have the opportunity to discuss their work with their teacher on a one to one or in a small group situation and be given time to make improvements.

Other pieces of literacy work and shorter pieces of writing should still be marked in light of success criteria and time should be given for children to read feedback and take the necessary action.

4. ACKNOWLEDGEMENT – COMMENT ON THE RESPONSE SHOWING AND PRAISING IMPROVEMENT

The response of the learner to the suggested improvement should also be given time and marking by the teacher. Firstly this should contain praise for the improvements made and general comment on what has been done by the learner. This point is of high importance with regard to this type of marking as if the learner sees no acknowledgement or response from the teacher then it will not have any worth to the learner and will result on none completion next time. It is therefore paramount that all teachers complete this part of the marking process.

ASSERTIVE MENTORING MARKING

These codes should be used for marking of the Assertive mentoring pupil assessments:
X = not attempted/wrong answer
. = attempted but incorrect/partial understanding. No mark is awarded for this.
/ = correct answer. Mark given.

All assessments should be promptly marked and evidence presented on pupil friendly tracking sheets in the front of pupil's workbooks.

WORKBOOK QUALITY ASSURANCE

Based on the marking policy above and teaching and learning policy in place, there will be 4 windows of Workbook Quality Assurance calendared. In this workbook quality assurance task, members of the SLT will select books from each class taught by each member of staff and review the quality and standard of pupil work and teacher marking using the workbook quality assurance document.
*See workbook quality assurance document for specifics on areas covered.