MARKING POLICY

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Contents

Marlcliffe Primary School Marking Policy

Principles and purposes of marking

1. Research shows that by far the most useful intervention in classrooms is pupil's feedback to teachers, i.e. the teacher knowing what it is that the child knows and needs to know next. This allows the teacher to plan and amend teaching sequences for individuals and groups of children. So the primary aim for marking is for the teacher to gain feedback on children's understanding.

2. Dialogue between teacher and learner is a key pillar of learning, where the learner constructs knowledge through the interaction. Pupil response to marking then is an important tool in this dialogue and time must be set aside for it. Additionally, peer marking can develop an understanding of criteria for task performance and act as a learning activity for the pupil marker themselves, particularly where it is part of a learning dialogue between children. Positivity in marking helps to develop positive teacher-learner relationships – the aspect of learning which has greatest impact on children's progress – and encourages the child to value their own work.

3. For school management purposes, written marking and recording is evidence of this assessment and interaction process having taken place. And for accountability purposes, it shows parents/carers their child's achievement, next steps and give some indication of the process of learning.

4. Time for marking is proportionate to the usefulness of the information obtained by the learner and teacher. Wherever marking is undertaken, the underlying importance of acting on it (*by the teacher in making notes for or adaptations to future planning, or by the learner in acknowledging and taking in the messages from the marking*) is borne in mind. Without this action, marking has little impact on learning.

Audience

5. Marking is primarily for teacher and learner (*by teacher, we mean anyone involved in the teaching process: teacher, teaching assistant (TA), Teaching Practice student, classroom helper*). The form and language of the marking reflect this primary purpose (*eg, written or icon/sticker, age-appropriate language directed to the child*). The secondary audience of management, colleagues, parents/carers and inspectors has no bearing on the form of marking, although rough notes in education-speak are made for colleagues where this is useful.

Management of marking

6. Marking is timely and regular. It forms part of a teacher's regular routines. In upper KS2 in particular, the marking workload can be burdensome. Routines are built into learning time to allow for written and oral marking feedback within the lesson, for learners to mark their own work during lessons and for children to mark and discuss

one another's work – this has the additional benefit of increasing the feedback dialogue between teacher and learner.

7. Teaching assistants mark work alongside children and teachers manage and train TAs to ensure this is part of regular practice.

8. Management ensure that marking is managed well in classrooms and undertake regular formal marking scrutinies and pupil interviews to ensure this policy and practice is embedded in every classroom – scrutiny is targeted where necessary. Planning scrutiny and pupil interviews also look for in-class marking routinely embedded in lessons. Moderation of marking and levelling within and between year groups helps to ensure parity of assessment, development and ownership of this policy by all teaching staff. This policy is published on the school website for parental scrutiny and comment.

Practicalities

9. Clearly the form, frequency and language of marking will differ depending on the age and ability of a child and different year groups manage this in the most appropriate way for them.

   a) It's not necessary to mark every piece of work in detail, but marking should acknowledge that it's been viewed with a tick or a (partial) triangle. No work is left unmarked.

   b) Detailed marking feedback appears on key pieces of work frequently where appropriate**.** Feedback is pitched at around the level the child is working and usually relates to the WALT (*What we're learning today*).

   c) Detailed marking feedback includes at least one star (something impressive, usually related to the learning intention) and a wish (something the learner will need to work on). Comments are specific and of direct use to the learner (e.g. *"perfect use of semi-colon in this bit* [arrow to semi colon] *– well done"* rather than*, "you can use advanced punctuation – well done"*). See *appendix 1* for exemplars of good, detailed marking feedback.

   d) Comments are routinely directed to the learner in language and tone accessible to them. Positivity is emphasised, including for next-steps comments. Teacher's handwriting in comments is legible to the child concerned.

   e) Highlighting of impressive sections of work is used regularly, particularly in pieces of writing.

   f) School-wide marking codes are used wherever possible, to cut down on marking workload and to keep marking low-key. These codes include the triangle system, which relates directly to the learning intention. The codes are on clear display in the classroom. See *appendix 3* for list.

   g) Oral feedback is used regularly by all teaching staff and a code for the feedback marked on the work.

   h) Time is set aside in dedicated response sessions; it enables learners to read comments, respond to them and to consider targets (wishes) in preparation

for subsequent pieces of work. Teachers encourage these responses by asking direct questions in the comments (eg, "*which words would be scarier than 'bad'?*" or, "*try this one again & line up the digits in columns – explain to me why this is better*").

i) Time is also set aside for marking and response within the lesson – by staff or peer marking. Marking and feedback within the lesson operates as a learning activity in its own right; teachers show their focus groups on planning. Children receive instruction and guidance on effective peer feedback and simple peer marking criteria for particular pieces of work. Children see themselves as evaluators for their own and others' learning.

j) Informal marking conferences take place at least once per half term. Year groups set aside a Team Meeting to moderate one another's books, and to discuss parity of marking between classes/sets and year-group marking methods and expectations. Termly assessments also take this model.

k) No more than three spellings are corrected per piece of work. Children use LSCWC (*Look, say, cover, write, check*) to practise each spelling (x3) and record this near to the teacher's corrections.

l) Foundation and Infant marking *(up to Reading Level 2a)* will have a much greater incidence of oral feedback, codes, stickers, icons, and marking/feedback within the lesson.   See appendix 3 for details. Marking for some older SEN children is similarly visual and oral. Marking is age and level appropriate.

m) Issues from marking are aggregated and medium and short-term term planning is adapted to address these identified needs. Individual issues from marking also contribute to target-setting and evaluation of these targets.

n) School leaders will ensure effective marking through scrutiny, observations and interviews.

Appendix 1 Exemplar feedback comments

10. Good quality feedback embodies positivity, specificity and clarity:
   a) This is right/wrong because…
   b) Well done. You can add two digit numbers
   c) This bit shows good use of…
   d) You've used …. here
   e) You could improve this by…
   f) Say more about how you feel about the character.
   g) Remember to start with the largest number
   h) Use more adverbs, such as…
   i) Describe how this person is 'a good friend'?
   j) What kind of monster was he?
   k) Change 'bad' for a word that makes him sound more scary.
   l) Try one of these instead of 'bad'- ferocious, terrifying, evil.

11. Peer & self-assessment mini-activities
   a) Find one word you're really proud of and underline it. Show someone what you've done.
   b) You've three minutes to identify two places you think you've done ... well,and then read them to a partner.
   c) Find one place you could improve …. Write your improvement at the bottom of the work.
   d) Underline you best sentence/letter/calculation/explanation.
   e) Here, Charlie, go and show that table what you did in your work & get them to tell you what's good about it…
   f) Camilla, get Phillip to show you how to work through grid method for these calculations. Phillip, compare before & after when you've done.

Appendix 2 Foundation Stage marking

12. Foundation Stage marking practicalities:
   a) Teachers and TAs give immediate oral feedback when working with focus group and suggest activities to extend/reinforce learning.
   b) Teachers & TAs also use the triangle system for their own use.
   c) Teachers & TAs also write a comment for themselves, parents and any other adults looking at the work, to signify how much support was given or if the child was confident to complete the activity independently (this supports assessment on FS Tracker). Comments are brief and in note form to minimise workload.
   d) Photographs of work and activities are collected and annotated on Fingertips assessment software.
   e) Self-reflection stickers are used on work (how do you feel about your learning?) and children draw a smile/straight/sad mouth on the face; staff then use this information to inform future planning.

Appendix 3 Marking codes

When your work has been marked, you need to respond to the comments. These are the codes your teachers use.

💬 talk feedback

(sp) practise this spelling (LSCWC x3)

○ check this punctuation

? this doesn't make sense

∧ add something more

⌐ new paragraph

✓ correct

● look at this again

this is good stuff!

↱ this is the bit I mean…

△ You've got it   I've got this   ☺

△ You get some of it   I'd like to work on this   😐

△ You need to work on this some more   I don't really get this   ☹