



"Learning is well supported when pupils are aware of what they are trying to achieve, in particular pieces of work and when, through careful marking, they have a clear picture about what they have done well, and where they need to do better next time". (OFSTED)

Feedback that focuses on what needs to be done can encourage all to believe that they can improve. (Working Inside the Black Box)

PURPOSE

This policy acts as a guide to marking to ensure a commonality of expectations and consistency of approach throughout school.

RATIONAL

Marking is an integral part of the assessment process. Quality marking provides constructive feedback to children, focusing on success and improvement needs against the learning objectives and success criteria, targets. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to do.

AIMS

- To give opportunities for prompt and regular written or spoken dialogue with children with suggestions for improving learning.
- To ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- To ensure that children are encouraged to comment on and evaluate their work before handing it in or discussing it with the teacher.
- To ensure children are praised for their effort and attainment.
- To provide children with time to act on the feedback they are given.
- To ensure that teachers provide constructive suggestions about the ways in which the child might improve his/her work.

- To ensure that children are involved in their own learning, by giving regular feedback (verbal or written) so that the children understand where they are, where they are going and how to get there.
- To ensure that teachers use the information gained through marking together with other information to adjust future teaching plans.

GENERAL GUIDANCE

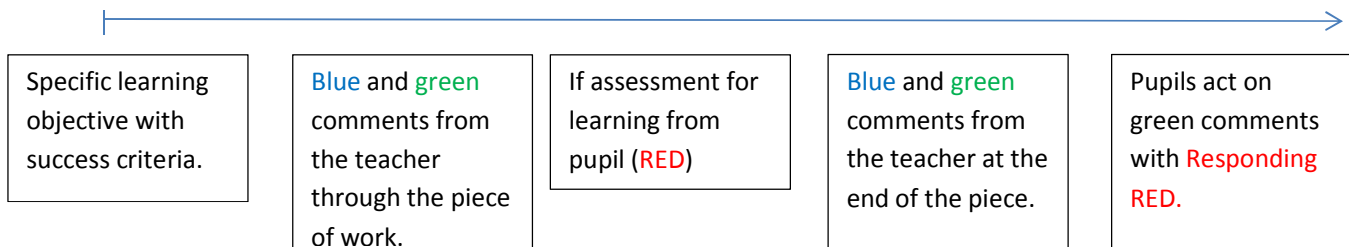
- All children's work will be seen and acknowledged by the teacher and/or teaching assistant.
- Comments verbal/written should relate to the learning objective/success criteria or target.
- Comments should be positive and give suggestions to the child on ways they can improve their work.
- All spelling/grammar/punctuation errors are not marked in every piece of work – but will be noted as a future teaching point –
However – “if you expect it, correct it!”
- Marking should be done as soon after the completion of a piece of work as possible.
- Response /working/marking partners should be used to allow children to comment on one another's work – guidelines should be given to children before commencing.
- Children will respond in **RED** ink. (Responding red).
- Children's corrections will be completed in **RED** ink.
- If work is marked by a teacher/TA with the child - it will be marked **MWC** (marked with child)

Colour marking:

Brilliant Blue: The teacher will mark positive points within the piece of work in **BLUE**. A comment will be placed at the bottom of the piece of work in **BLUE** which will be acknowledging the learning objective, success criteria or target that the child is working on.

Growing Green: The teacher will mark mistakes or areas of development within the piece of work in **GREEN**. A comment will be placed at the bottom of the piece of work in **GREEN** which will give the pupil a 'next step' or something to improve. Some basic errors within the piece may be underlined in **GREEN**.

Responding Red: Pupils will self-mark or act on next step marking in **RED**. This is so that it will be easily distinguishable from the teacher's marking.



QUALITY MARKING

- Quality marking, whether written or verbal will be done daily in literacy and maths.
- Marking should focus on the learning objective/success criteria, targets and non-negotiables.
- Children should be given **FIX IT** time to respond to marking comments.
- Teachers/TA's will provide a written/verbal comment that will praise the child for what they did well and will also indicate what they need to do to move forward in their learning using the symbols below:



Positive comment (should relate directly to learning objective)



Indicate what the child should do next to improve. This may also involve correcting some of their work, or completing a short related task.

- TA's (when covering a class/PPA) will mark all work delivered by using the agreed process and will initial the work.

Strategies for Quality Marking:

1. All pieces of work will have green or blue comments.
2. The teacher/teaching assistant will work with a focussed group marking with the children in detail whilst other children will be involved in AfL strategies. The teacher will still overlook AfL marking and make appropriate comments at the end of the piece.
3. All creative writing pieces eg: Big Write will be quality marked.

Organisation and Practice

At St John with St Augustine CE Primary School we have agreed to:

Ensure that children are always provided with success criteria, which is related to the learning objective, so that they are clear about expectations.

Use a variety of marking and feedback strategies to develop self-evaluation.

Model good practice in marking to children as part of our teaching to help them to develop an ability to evaluate their own work and that of others.

Provide oral feedback wherever class discussion takes place or in a focused group.

Provide effective feedback to children about their work. Recognising this will take many forms, depending on the nature of the task and the time available.

Create a system of codes which can be used as part of the marking process and which is consistent throughout school. (See Appendix)

Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions ie: **FIX IT** time. We recognise that in order for marking to be formative the information must be used and acted upon by the children.

Non-Negotiables:

Ensure the teacher's handwriting is clear, child friendly and understood by the pupils.

Marking should be neat and tidy.

Marking should challenge the pupil.

There should be an equal balance between recognising how the child has moved towards the clear learning objective with opportunities to extend their learning further.

Marking should be efficient. (Too much detail will lose the message you are trying to give.)

There should be a balance between the teacher and pupil marking (AfL).

There should be an indication throughout the piece to what the child is doing well and correct some basic errors.

At the end of the piece there should be a clear positive statement or question but there should also be a next step prompt:

Next Step Strategies may include:

Asking the pupil a question... "Are prime numbers always odd? Explain"

Ask them to re-phrase a question.

Is this statement true?: "The lady in the story was insensitive to the little boys feelings."

Work out if an answer is correct. $2x+3y=50$ $x=10$ $y=9$

Try to help the pupil to work out where they went wrong. "Can you work out what is wrong in your first paragraph?"

Produce short questions to help pupils address mis-conceptions. "How do we show that someone is speaking?"

Use a set time for children to act on next step comments. Eg: Fix it time!

MONITORING ARRANGEMENTS

All members of staff are expected to be familiar with the policy and to apply it consistently.

Marking will be monitored and moderated by the HT/DHT/SLT during work scrutiny.

Approval Date: Curriculum Committee

Review Date: Curriculum Committee Autumn 2014