

WARREN FARM PRIMARY SCHOOL

Marking Policy 2022



Date of Last review	07/07/2022
Date agreed by governors	10/11/2022
Date of next review	09/09/2023

Warren Farm Primary School

Marking Policy

Introduction

Research has shown (EEF (Sutton Trust) and Professor John Hattie) that feedback and marking is the most crucial form of assessment and the most significant contributor to raising attainment.

Assessing pupils' learning and progress is a vital part of teachers' professional work.

Purpose (Aim)

Assessment (marking) is far more effective in supporting learning if it is shared with the pupil. This sharing is the purpose of marking and giving feedback to pupils.

The type of feedback given will need to take account of the age of pupils, in order to enable pupils to understand more readily the feedback given.

Marking is when:

- We can celebrate pupils' learning and show we value their efforts and encourage them to value it to.
- We can boost the pupils' self-esteem and raise aspirations.
- We can recognise their achievements against shared learning intentions.
- We can gauge the pupils' understanding, and identify any misconceptions.
- We can identify and describe what pupils need to learn next, or what they need to do to improve their work.
- We can promote self-assessment, whereby the pupils recognise their learning challenges, and are encouraged to accept guidance from others.
- We can use ongoing assessment that informs our future lesson planning.

Objectives (Implementation)

All teachers should always carry out marking promptly, this should be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).

Regular marking of pupils' work should be followed by feedback as an essential part of the assessment process.

Implementing the Marking policy - General

- The pupil must be able to read and respond to the comments made, and be given time to do so; where the pupil is not able to read and respond in the usual way, other arrangements for communication must be made.
- Adult supported work; independent work and verbal feedback should be identified using school stamps provided or written on the top of the page.
- Teachers should aim to promote pupils self-assessment by linking marking and feedback into a wider process of engaging the pupil in his or her own learning. This includes sharing the learning intentions and the success criteria for the task, right from the outset.
- Teachers must always make clear the expectations for the presentation of a piece of work, in terms of headings, dates, lay-out, handwriting etc. These should be specific for particular types of work. These must be taught and on display.
- Displays should make it clear what well-presented work in the subject looks like.
- Pupils 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.

Learning objectives for the lesson

All pupils should have their daily learning objective clearly displayed in the classroom and in their books.

- KS1 - Learning objective should be stuck in the margin or on the top of the page. Or a title written to indicate focus.
- KS2 - Learning objective should be written out by the child at the top of the page. This will aid internalisation of the learning focus.

Spellings

We do not expect every punctuation, spelling or grammatical error in every piece of writing to be marked.

Teachers should comment on spelling and grammar in the following cases:

- If spelling and grammar were part of the lesson focus.
- If it is a spelling that a pupil should know.
- If it is something related to the pupil's target.

Pupils should be taught to identify spellings for themselves by using learning walls, dictionaries and other sources including:- Have-a-go-books, magpie books, journals, vocabulary lists.

Verbal feedback

Verbal feedback is a valuable form of formative assessment, especially with younger pupils. It involves an ongoing dialogue with frequent use of open/probing, higher order questions.

- If verbal feedback is given, it should be indicated on the pupil's work using the stamp provided or by writing V.F.
- Pupils may also wish to write what they have learnt from the discussion or show evidence of moving forward by polishing their work.

English - 'Reading into Writing' marking.

Targets - classroom monitor/ITPs

Teachers should also reference classroom monitor to identify missing statements, which will inform their choice of personal target. SEN targets are taken from their Individual Teaching Plan (ITP) and should be stuck in pupils books and shared with the child.

Day to day marking

Formative assessment should be done alongside the child on a daily basis.

Formative Assessment enables the pupil to learn and improve their writing as they go. The pupil will then have the opportunity to 'polish' their work as they go.

- Pupil's work is marked using two highlighters, **green** for polishing (growth) and **yellow** for target achieved or other successful features used.
- Teachers can dot green in the margin for the pupil to re-read their work and locate the error for themselves or highlight the specific word or passage in green, depending on the pupil's needs.
- When highlighting a whole passage, this can be done by using a green bracket in the margin around the text that you wish the pupil to change.
- Questions or information can be added to indicate to the pupil how they can improve their work, particularly if the pupil is changing their work (polishing) independently.
- Self-correction (polishing) can be undertaken in English time, in focused groups or on a 1:1 basis dependent on the pupil's needs. Polishing pens or green pens can be used by the pupil to make changes to their work.
- Adult supported work; independent work and verbal feedback will be identified using school stamps provided.

Self and Peer Assessment

Self and peer assessment can be used by pupils to check their own progress and that of their peers.

- Peer assessment is best when modelled by the teacher before the pupils have a go themselves. This form of assessment has to be 'taught'.
- Peer assessment can be very powerful if it follows the same guidelines as the teacher's positive comment followed by how it could be better.
- Pupils should be familiar with their areas for improvement taken from current work and be able to verbalise them.
- Over the course of the units, pupils should have the opportunity to complete a range of self and peer assessments (see samples).

Self and peer assessment sheets should be seen in books, as well as reflection sheets and peer polishing.

Peer Polishing

Peer polishing enables pupils to work together after peer assessment to improve each other's work and choose their most improved sentence.

Early Years

In the early years a sentence checker should be provided which includes pictures for early writing skills such as using phonic knowledge, finger spaces, and punctuation.

- The sentence checker should be stuck at the top of pupil's work. This reinforces the pupil's target and allows the pupil to assess their own writing.
- The sentence checker is to be used in Reception with early writers, Year 1 and Year 2 (when required).
- In KS2, the sentence checker can be used with LA and SEND pupils. Pupils should also be given the opportunity to polish their work with polishing pens.

Mathematics

- Correct work to be ticked.
- Incorrect work to be identified by a dot and pupils will be given the opportunity to respond.
- Number reversals to be corrected.
- Conferencing to be used whenever possible.
- Adult supported work; independent work and verbal feedback will be identified using school stamps provided.
- Quick response marking to be used to inform planning and immediate intervention opportunities.

Other subjects

- To be marked in line with English.
- Marking should focus on the learning objective and the skill.
- Correct spellings of up to five specific key words.

Training

Key staff will have on-going training opportunities on all issues relating to assessment (marking).

Equal Opportunities: Teachers are familiar with the school's Equal Opportunity Policy and all relevant equal opportunities legislation covering race, gender and disability.

Consultation

This policy has been devised by Senior Leadership Team in consultation with pupils (School Council), staff and the Chair of Governors.

Monitoring and Management

Area managed by HT and Senior Leadership Team.

This policy will be reviewed on an annual basis - next review September 2023.

This policy should be read in conjunction with other policies relating to Curriculum.

- Curriculum Statement
- Teaching and Learning policy
- Assessment policy
- Inclusion Policy