Marking Policy

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Reviewed by	
Marking Policy Lead:	SLT
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Headteacher:	Sarah Whalley
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Our Vision

Our vision is to create the best possible environment in which to stimulate the personal and social growth of the children in our school, whilst promoting high quality teaching and learning. This is to be achieved through our Rainbow Values and our vision to be an 'EPICentre of Outstanding Learning'

At the EPICentre of our school are our core values (colours of the Rainbow) and learning behaviours that underpin everything we strive to achieve together.

The governing board of our school make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at our school.

The Staff and Governing Board of Exminster Community Primary School recognises its' collective responsibility to safeguard and protect the welfare of children and young people in accordance with its statutory responsibility under Section 175 of the Education Act 2002 and where appropriate under the Children Acts.

Marking Policy

Aims

Improving learning through assessment is aided by the provision of effective feedback to pupils who need to be able to assess themselves and understand how to improve. Marking has the potential to be the most powerful and useful ongoing diagnostic record of achievement. Marking and related discussions should provide constructive feedback to every child, focusing on success and improvement against learning intentions and enabling them to close the gap between current and desired performance. This policy gives guidance to staff on the purpose, type and frequency of marking. At Exminster our aims in marking children's work are:

- To identify the child's successes against the learning question
- To assess the child's level of understanding
- To value children's work through meaningful and consistent feedback
- To highlight the next target
- To identify children's achievements against statutory assessments
- To identify how the child has approached a task linked to the school's values.

Principles

- Marking should relate to learning intentions which have been shared with the children
- When possible marking should be reviewed directly with the child and at a distance where necessary
- Where possible marking should be positive and constructive, identifying the next step and setting targets for future learning, notably in English and Mathematics
- Marking should begin with positive feedback/comments and focus on success, either orally or through written comments
- Marking and feedback should be moderated regularly within subjects to ensure consistency across the school
- Children should be encouraged to self-evaluate understanding linked to the learning question in KS1 and in KS2 record these using the agreed common symbols (traffic lights) and linked reflective comment. Year 2 will work towards making written reflective comments and use G, A, P to self assess their work.
- Work should be marked for the individual child and their own progress
- Marking and feedback should be accessible to children
- Marking and feedback should inform future planning and target setting
- (KS1+2) Specific time will be allowed for children to read and respond to marking. Children in Year 2 upwards will regularly (at least weekly) use a purple polishing pen to make improvements to their work
- Consistent codes should be used across KS1 and 2 where necessary and displayed in classrooms (see Appendix)
- Only in exceptional circumstances should a child be asked to complete a further piece of work before the preceding work has been marked
- A high level of presentation and grammar is expected across all curriculum areas
- It should be indicated on a piece of work where the session has been teacher support (TS) or Learning Support Assistant led (LSA) – see the attached codes 'Marking Codes'
- The marking policy will be shared with pupils, parents and governors and marking codes displayed in classrooms.

Types of marking

These should be used appropriately to the age and ability of the child and the particular piece of work. Adults will use a cursive handwriting style in children's books.

1. Oral feedback: especially with young children, whole class, groups, individuals

2. Target setting: identifying next step in child's learning
3. Numerical scores: closed exercises
4. Marking against objective using codes (Year 2 upwards): using marking codes to assess how far the objective has been met
5. (Year 2 upwards) Self marking: children can identify their own successes and make improvements
6. Shared marking: use of writing/talking partners to mark one each others work or focus on one piece of work for the whole class.
7. Quick marking: this will be used to inform the next step of the planning.

Guidance regarding different types of marking

Quality marking (success and improvement)

Pupil Premium children's work and homework will be marked first by the class teacher.

Not all pieces of work can be 'quality marked'. Teachers will need to decide whether work will simply be marked according to the marking codes or given detailed attention.

Within children's English books highlighting will be used where appropriate as a strategy of marking. Pink 'Tickled Pink' will highlight best examples of where the learning objective has been met. Green 'Green for growth' will highlight a part of the writing that needs development. Time needs to be given to respond to the green sections.

Children will be given time to edit and improve their own work before the teacher marks it. Children will be given prompts to know how to improve their work:

- a reminder prompt (What else could you say here?)
- A scaffold prompt (Describe the expression on the dog's face)
- An example prompt (Choose one of these sentences to put into your writing)

Self-assessment

> "Learners should be helped to develop the capacity and the habit of self-reflection so that they can increasingly become self-monitoring and self-regulating."

Through self-assessment pupils can become more responsible for their own learning, they are able to recognise the next steps in learning, it can raise their self-esteem and actively involve them in the learning process. It can provide feedback for the teacher, matching the pupils' perceptions of understanding with teachers leading to identification of pupil progress.

At Exminster we believe that one method of self-assessment can take the form of reflection at the end of a lesson. To address this, children at different age groups will begin to assess their development when the teacher feels it is appropriate.

Years 3 and 4: children will use a 'face' to make a judgement about which face fits their level of understanding alongside a reflective comment based upon their learning linked to the Learning Question. Years 5 and 6 will use a 'traffic light' system and make a comment on this alongside this to reflect the learning against the learning question. Using leading plenary questions will help children reflect on their learning. The 'Learning Pit' may also be used as a reflective tool.

When completing a 'Hot task' at the end of a English and Maths teaching sequence the children will be given opportunity to self-assess their progress against start to end point. They will be able to comment on their progress and their learning.

Shared marking (KS2)

Using one piece of work from a child to mark as a class, the teacher models the marking process and teaches particular points at the same time. Another strategy is to show two pieces of work, with the same title, and discuss their differences.

Paired marking

Before ends of lessons, children should sometimes be asked to mark narrative work in pairs. The following points are important:

- Paired marking (Years 3-6) should be introduced verbally and alongside marking codes
- Children need to be trained to do this, through modelling with the whole class, watching the paired marking in action
- Ground rules (e.g. listening, interruptions, confidentiality, etc) should be decided
- Children should point out what they like first and then suggest ways to improve the piece, but only against the learning intention.
- Encourage a dialogue between the children rather than taking turns to be the 'teacher', they should discuss each others work together.

It is envisaged that staff will choose a style of marking relevant to a particular piece of work, and the age and ability of the children.

Presentation

Regardless of subject, pupils should be aware that a high standard of presentation is always expected of them.

Spellings

Year 1 will correct spelling errors in line with the symbols for referring to the spelling/phoneme mat. Year 2 will correct spellings by writing the word spelt correctly in the margin with 'x5' written next to it. Children will be given time and space to practise this spelling 5 times.

Years 3-6 will correct spellings by writing the word spelt correctly in the margin with 'x5' written next to it or guide the child to self-correct by identifying a word spelt incorrectly (marked with a green wiggly line).

Monitoring and review

We are aware of the need to review the school marking policy regularly so that we can take account of new initiatives, changes in the curriculum or developments in technology.

This policy does not relate to work produced specifically for display. Nor does it relate to practical work where other methods of marking may be more appropriate.

Marking will be monitored as part of our Spotlight on Learnings, book trawls, subject trawls and learning walks. Feedback will always be given to staff.