

RATIONALE

High Ercall Primary School and Nursery is committed to providing relevant and timely feedback to pupils, both orally and in writing. All marking values pupils' learning, helps to diagnose areas for development or next steps, and evaluates how well the learning task has been understood in order to inform planning.

Marking creates a dialogue with the learner, through which feedback can be exchanged and questions asked; where the learner is actively involved in the process. Research shows that marking is the most important factor in pupil learning, so this policy is crucial for our school.

AIMS

We aim to:

- Assess children's learning
- Take learning forward
- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations
- Use the marking system as a tool for formative on-going assessment
- Improve standards by encouraging children to give of their best and improve on their last piece of work
- Develop children's self-esteem through praise and valuing their achievements
- Create a dialogue which will aid progression

Principles of Good Marking

Good marking or annotation of children's work should:

- Be positive, motivating and constructive
- Be at the child's level of comprehension, whether read independently or explained by an adult
- Not penalise children's attempts to expand their vocabulary
- Be written in clear handwriting that is legible and a model for the child, ensuring that the sentences are punctuated correctly with capital letters and full stops.
- Be frequent and regular
- Provide information for the teacher on the success of the teaching
- Relate to the Learning Objective of the lesson set but also relate to basic skills in English linked to punctuation, handwriting and spelling
- Positively affect the child's progress
- Contain comments from the teacher which are particularly focused and diagnostic
- Relate to literacy and maths targets, including in Science and theme books
- Ensure children can actively demonstrate understanding of targets set

All teachers will adhere to the above principles and:

- Provide regular written and oral feedback
- Provide time in lessons to review work from previous lessons
- Adjust planning in the light of marking
- Make learning objectives and targets explicit
- Involve children in the process from an early stage
- Ensure children are clear about the teachers expectations
- Use children's work as exemplars
- Inform future individual target setting
- Allow specific time for children to read, reflect and respond to the marking and feedback given

The methodology of marking children's work

The policy describes acceptable examples of methods of marking and feedback.

Verbal Feedback - VF

It is important for all children to have oral feedback from a member of the teaching team from time to time. This dialogue should focus upon successes, areas for development and to set targets for future learning. This would be appropriate in all aspects of learning, including the performing arts, art and design technology.

'Light touch' general marking

The class teacher will decide whether a task requires in depth reflective marking, or a 'lighter touch' acknowledgement of achievement of the success criteria. All marking will use a star beside the success criteria when it has been achieved or an arrow if this is a next step, or as not been exemplified in the piece.

With closed tasks or exercises where the answer is either right or wrong, the children, in a group, can mark this with a member of staff. There is likely to be verbal feedback, if this is completed as part of a guided group.

In depth reflective marking

Some pieces will be marked in greater depth, with a focus upon the learning objective and success criteria and how well the child has achieved against these. The piece will be marked thoroughly using the marking code, and a comment at the end will reflect upon what the child has achieved, and the next steps in learning, using stars and arrows. Spelling, punctuation and grammar will be marked at an age appropriate level. Time must be allowed at the start of a lesson to allow the children to reflect on comments, or to allow them to be read to children. The older children will sign to say that they have read the comments. These pieces may not have a response task for a pupil, but points for development should be shown to be acted upon by the child and teacher in subsequent pieces.

Response task marking

Once a week in maths and literacy work, a pupil will be given a Response task which will close a gap in learning or challenge and extend thinking. Time must be set aside each week to enable the child to complete the task prior to starting the next piece of work. Tabbing with small post it notes is often used to ensure that the children are aware that they have a task to do. In Key Stage 1, these tasks will be supported.

There are different types of Respond task used:

- **Reminder prompt** – refers back to the learning objective or success criteria with an element which is missing in the work
- **Scaffold prompt** – further support through a question to respond to or through a cloze example
- **Example prompt** – an example given, with an expectation to follow the model and produce an example of their own
- **Challenge prompt** – when a child has shown clear understanding of the success criteria and is challenged with a question to apply their learning

Peer and self-assessment

The children are taught from Year 1 to assess their own work, using the success criteria and at an age appropriate level. In Year 1, this will be through simple checks for finger spaces, capital letters, full stops, or using a tick list of simple success criteria. As the children become proficient at understanding, and finding examples of where they have met the success criteria, self and peer assessment will become more detailed to inform learning. Modeling is used to show the children how to be constructive and specific in their responses to move them quickly on from writing general comments such as: **"I understood this work"** to **"I understood this work because I have used adverbial phrases like..."** Children are also taught to use the pupil target sheets in reading, writing and maths. Sometimes self and peer assessment will use a proforma, and other times it will be in the form of a few written sentences. The children are taught to evaluate the work of a peer sensitively, using the success criteria, and writing in somebody else's book neatly. This type of marking and assessment will be used about once a week, but only when it is deemed valuable by the class teacher to inform learning.

Marking and feedback given by members of the teaching team other than teachers.

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate. If the member of staff has worked with a group of children in a guided session, the code GW will be used.

Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:

Verbal Praise

Written annotations, short and narrative observations (written)

Annotation of work and photographs by staff

Children beginning to annotate their own work and pictures

Oral dialogue with children about their play, work or special books

Children's response to the comments – child's voice.

Equal Opportunity

All children in High Ercall Primary School are entitled to the same provision of marking and feedback. There is no exception to this, and all children have equal opportunities to feedback on marking, self and peer assess and work alongside their teacher to evaluate progress and next steps in learning.

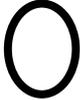
Policy Monitoring

Through the Termly Development Plan, literacy, numeracy, science and all foundation subjects are monitored regularly by senior and subject leaders. Within book scrutinies, the quality of marking is monitored and feedback is given. Marking is evaluated against the expectations outlined in the policy, and all teaching staff are expected to adhere to the principles.

Marking Codes

These codes are on display in all classrooms and used by all staff and children.

When marking work in key stage 1, not all the codes will be used. This is determined as appropriate by the class teacher

	Respond to this marking comment in green pen
Sp	Check the spelling of this word and correct it.
	Missing or incorrect punctuation or missing word - please correct in green
	Confusing - read it through and make sure it makes sense
	This part is good

<p>*SC</p>	<p>Means that this part of the success criteria has been achieved</p>
<p>→</p>	<p>To improve it you should do this</p>
<p>VF</p>	<p>We have marked this piece by talking about it—verbal feedback.</p>
<p>GW</p>	<p>This piece of work was done in a guided focus group</p>

Policy Review

Policy re-written, following staff PDM evaluating marking across school – January 2016

To be reviewed – January 2018