

Halsall St Cuthbert's C.E. Primary School



Marking Policy

Purpose

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

Rationale

Marking is an integral part of the assessment process. Quality marking provides constructive feedback to children, focusing on success and improvement needs against learning objectives. 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 be able to do.

Aims

- To acknowledge effort and attainment.
- To involve children in their learning, by giving regular verbal and written feedback so that all pupils know and understand where they are in their learning, where they are going and know how to fill the gaps.
- To give suggestions for improving learning.
- To correct mistakes and offer encouragement.
- To assess children's learning against stated learning objectives.
- To involve children in their learning by providing regular opportunities for self and peer assessment within lessons.
- To provide time for children to respond to oral and written feedback and to discuss the improvements made.
- To involve children in whole group shared marking, appropriate to their age, which allows for discussion and analysis in a secure environment.

General guidance

- All children's work will be seen and acknowledged by teachers and/or teaching assistants as soon as possible.
- Comments, whether verbal or written, should relate to the learning objective/curricular target/success criteria of the task. Task expectations must be made clear to the child before commencing.
- Comments should be positive and give suggestions on ways the child can improve.
- All spelling, punctuation and grammar errors are not marked in every piece of work but will be noted as a future teaching point. On occasions these errors may be underlined by either the teacher/teaching assistant or child and the correction written in the margin.
- Marking, whether verbal or written, should be given regularly and as soon after the completion of a piece of work as is possible.
- Marking should be done in any colour except red.
- Response partners should be used to allow children to comment on one another's work. Guidelines should be given to children before commencing.
- Quality marking is given to approximately one group (6 pupils) per day (*see guidance on quality marking*).
- The following agreed symbols will be used consistently across the school when marking:

TA - marked by teaching assistant

PA - peer assessment

SA - self-assessment

VF - verbal feedback



- curricular target met

Self/peer assessment

- Children need to evaluate their own and others' work, to identify progress and help the teacher to provide future work. This can be achieved by using a code to allow children to indicate how they felt about their work e.g.
 - Thumbs up/down/sideways
 - ☺ I understood the learning objective
 - ☹ I need more practice
 - ☹ I don't understand the learning objective
 - Highlighting the lesson objective.
- Teachers/teaching assistants will acknowledge children's self/peer assessment by placing a tick next to the child's symbol/highlighted objective if they agree or a ? if they feel the child has not accurately gauged their own/peer's achievement and understanding.
- Children will mark their own and others' work in pink or green crayon.

Quality marking

- Quality marking, whether verbal or written, should be used approximately once a fortnight or when a child has completed a substantial piece of work.
- Marking should focus on both the successes against the learning objective and quality needs.
- Children must be given time to respond to the quality marking as soon as possible after it is given.
- When quality marking teachers/teaching assistants will:
 - i) Read the entire piece of work.
 - ii) Highlight examples of where the child has met the learning objective in pink.
 - iii) Highlight next to an aspect of the work which could be improved in green.
 - iv) Provide a focused comment, verbal or written, which should help the child to 'close the gap' between what they have achieved and what they could have achieved.
- Useful closing the gap comments are:
 - A **reminder** prompt - *How would David be feeling after Sam had run away?*
 - A **scaffolded** prompt - *What was the monster doing? 'The monster was so angry that he...'*
 - An **example** prompt - *Choose one of the following to make your work even better or try and think of your own sentence.*
 - i. James was a kind, likable boy with a great sense of humour.
 - ii. James was easily bored and liked lots of attention.