



Oakington Church of England Primary School

Marking Policy

Principles of Policy

Marking is an essential part of teaching and learning. It has the potential to be the most powerful, manageable and useful ongoing diagnostic record of achievement. It is, for individual children, a manageable way of tracking National Curriculum learning intentions of written work, on a day-to-day basis. This along with the annotations made on short-term plans, feeds into further planning. It is also a very effective medium for providing feedback to children about their progress and giving them short-term targets.

General principles

This policy is to be followed by all teaching staff and, where appropriate, by teaching assistants.

Whilst there will be variations in marking procedures according to the curriculum area and the type of task performed, the following guidelines should be followed:

- All marking should be carried out swiftly after the completion of the task. Sometimes it may be possible for the child to be present.
- Where possible, children should be involved in the marking of their work.
- Marking should be fair and accurate and applicable to the individual child unless the work was completed by a group.
- Where the child's work is a piece of writing or drawing then a response is required in the core subjects. (This may be a written comment by the teacher, a response by the child next to the learning objective e.g. ☺, or an action eg. 'thumbs up' in response to the teacher's enquiry as to their understanding.) In foundation subjects a summative statement may be used.
- If the work is oral or a three dimensional construction it may be appropriate to give an oral comment or to record comments in a written format elsewhere.
- The comments should be of value to the child, encouraging good performance and highlighting aspects of performance which should be improved
- Comments should help the child to form a positive image of himself/herself whenever possible.

Ensuring continuity and consistency between teachers

The head teacher and subject leaders shall include the monitoring of marking in the overall review of teaching and learning.

Learning Objectives

Learning objectives must be shared with children at the beginning of a task and marking must be related to this objective.

Older children might write their target at the top of their work or might be provided with a printed copy of their objective.

For children who can write fluently: children might be asked to write the learning objective (from the board/worksheet) as a title or under a title. At times, agreed success criteria can be typed and stuck in books for the children to annotate to assess their learning. This will make the work more meaningful when reviewed. When the work is marked, the teacher's comments should refer to the learning objective so that the child understands how well he/she has met the task.

For children who are too young or who are unable to write fluently, there needs to be a marking comment at the end of the work, which includes the words of the learning objective (e.g. "You have carefully described how you felt when you listened to the music.").

This strategy reinforces the learning objective for the teacher and the child and focuses the marking on how well the learning objective has been achieved.

Marking as feedback

Formative assessment means that the assessment information has some impact on teaching and learning, and, at its best, involves the child. Marking, and how marked work is followed up with the child can play a further part in involving the child in improving and moving forward. In order for improvement to take place, the child must first know the purpose of the task, then how far this was achieved, and finally be given help in knowing how to move closer towards the desired goal.

Effective marking can be reflected in all types of feedback. Specifying attainment and improvement most commonly takes the form of written feedback or marking, whereas constructing achievement and the way forward most often takes the form of some kind of dialogue, either with teacher and child alone or in the context of a group or the whole class. Correct answers in maths will be ticked, incorrect answers will be dotted.

Traditional marking

Typically, teachers working with younger children find it easier to mark their work with them, discussing the issues in full. The main reason for this is that the younger child writes less and the issues involved are less complex than for older children. Many activities in the Early Years are practical, with no product capable of being marked. However, a record of the child's achievement must be kept, whether a photograph, a comment in a teacher's notebook or in a child's record book. In any case, the child should be told what is being recorded, so that they have some

feedback.

The older the pupil, the more likely it is that the teacher is forced to mark away from the child, mainly because there is more content and more feedback needed. Teachers need to give children as much information as possible about their work but must be secure in knowing why they are commenting. At times, work will simply be ticked as an acknowledgement that the teacher has noted it.

The questions for teachers should be:

- a) Can children read your marking comments?
- b) Can they understand your marking comments?
- c) Do you allow time for them to read your marking comments?
- d) Do you allow time for improvement to be made to the work before moving onward, or do you expect the child to carry out improvement suggestions in another piece of work in a new context?

For assessment to be formative there has to be feedback of information.

Feedback needs:

- To be based on clear learning intentions/success criteria
- To take account of pupil self-evaluation
- To highlight where success occurred and where improvement could take place
- To be in a form which is accessible to the learner
- To give strategies for improvement
- Allocated time in which to take place or be read
- Some focused improvement, based upon the feedback, to take place

Making time for improvement

After spending time on the lesson and then marking, finding time for the feedback to the child seems vital. As time is precious, a system which gives each child direct and understandable feedback is essential. Allowing a time for reading and responding to feedback in the lesson time is important. For some children, the use of a partner to read and discuss the comments might be appropriate.

Children marking with a partner

When appropriate, and when children are capable, partnership or paired oral marking can be introduced. Children then discuss their work and suggest ways in which the work might be moved closer to what was intended.

For this to be effective it is essential that:

- Success criteria / learning objectives are the focus of the discussions to avoid children only talking about presentation, spelling and punctuation.
- One to one response partnerships are not used until children have had

- experience in larger groups with teacher control
- The class identifies the role of the response partner (or the success criteria for being a good response partner) through teacher role play

Example: Yr 5/6

A response partner is someone who:

- Talks about my work against the success criteria / Learning objectives
- Makes me feel good about my work because he/she points out where I have done well
- Helps me to see how I could improve my work

Yr 2/3

A response partner is someone who:

- Helps me with my work
- Tells me the truth about my work
- Helps me to do my work better

To do this I need my teacher to tell me:

- The learning objectives
- The success criteria

Summary

Effective marking will:

- Provide clear feedback to children about strengths and weaknesses in their work
- Set short term targets where appropriate
- Recognise, encourage and reward children's effort and progress
- Focus teachers on those areas of learning where groups and individual children need specific help
- Provide a record of children's progress
- Help parents and carers to understand strengths and weaknesses in children's work

When marking children's work, teachers need to consider whether:

- Comments are to form the basis of a discussion between teacher and child
- Children are expected to read comments
- Comments are to inform future work
- Comments are to correct or improve an existing piece of work

Comments on children's work should:

- Relate to the planned learning objectives
- Be legible and clear in meaning

- Recognise children's achievements
- Indicate the next steps in children's learning

Marking Code

If verbal feedback has been given write VF on the work.

If work has been seen but no comment is needed, tick the work.

When marking work look for three examples that have met the learning objective. Highlight these in pink.

Indicate something to improve by highlighting in green.

Comments explaining the marking should be placed at the end of the work.

EYFS will use colour coded stickers for feedback when marking.

The following abbreviations can be used to indicate how much or what type of support the child has received with the work:

TA: Teacher/Teaching Assistant support

VF: Verbal feedback

D: Dictated

Approved by Governing Body 3rd December 2015

To be reviewed _____

Signed by Headteacher **Chair of Governors.....**