



MARKING POLICY

Policy to be reviewed by the PPW Committee

Date of last Review	Signature
Spring 2016	
8 th March 2016	Co-Chair

Introduction

This policy covers our School's approach to providing effective marking and feedback to all pupils. It was written in consultation with staff, pupils and governors and will be reviewed annually, or whenever changes are deemed necessary.

It reflects the best practice promoted in current educational research documents - for example, the Education Endowment Foundation (EEF), as well as in consultation with CfBT, HMI and the school's education advisors.

Aim of the Policy

- To ensure that marking and feedback promotes effective learning.

Objectives of the Policy

- To make clear the purpose of marking and feedback, including what we expect from pupils as well as staff.
- To provide a coherent picture of good and outstanding practice in marking and feedback;
- To provide examples of effective questioning that will extend a child's learning in a particular area (given either orally or in writing).

Why do we give feedback on children's work?

- To ensure a regular dialogue between the teacher and the pupil about standards achieved;
- To give recognition and praise for effort and achievement;
- To reinforce, deepen and extend pupil's understanding;
- To identify common and individual needs that go on to inform planning;
- To support pupils in their self-assessment (how well they have achieved against the learning objective and success criteria).

At Alford Primary School, we expect pupils to:

- Regularly read and respond to the comments made by adults in their books;
- Take pride and care in the presentation of their books, which should reflect the high standards expected:
 - Record the learning objective and date at the beginning of each new piece of work, underlining each with a ruler;
 - Cross out mistakes with pen / pencil and ruler (pupils may use a rubber if this is more conducive to producing their best work);
 - Use pens (once they have gained their pen licence) or a sharp pencil;
 - Use pencils for drawings or diagrams;
 - Never doodle or scribble on or in their books.

How do we ensure that pupils will respond to marking in a meaningful way?

For marking to have an impact on attainment, the comments written by the class teacher need to be **neat and legible**. In some cases, these comments may lead pupils to further develop their understanding of what has been learned and identify the next steps needed for improvement.

As part of the daily classroom routine, it is essential that pupils are encouraged to read the teacher's comments from the **lesson before**, and if appropriate, respond to them in purple pen. Comments should be related to the success criteria, and should identify any 'SPaG' issues as appropriate to the pupil. Corrections should be made by the children.

Pupils regularly have the opportunity to self and peer assess against given success criteria. (These may also include individual targets for improvement, suggested by an adult in previous marking / feedback sessions.) At the end of a lesson, children reflect on their learning and assess their completed work using the 'thumbs up' system (designated trays / areas). Teachers and Teaching Assistants endeavour to act quickly to support those pupils who have self-assessed that they have not achieved well.

Please see Appendix 1 for examples of marking comments - which may be given verbally or in writing.

How do we Mark?

Marking will focus on what pupils need to do to improve. If work is of an expected standard, the LO will be ticked to indicate that it has been achieved; if appropriate, a ? comment will indicate how the piece of work could be improved further.

- The marking of all written work will focus on presentation and the correct use of grammar, punctuation and spelling. A consistent focus on a pupil's areas for improvement in 'SPaG' and handwriting should be addressed across all subjects;
- A positive comment will be made when achievement is better than 'good' for any pupil;
- A question mark comment will be used when pupils are required to provide written responses to an adult's points for improvement, or when they have been asked for further clarification / evidence;
- Marking is for the pupil and needs to be appropriate, therefore corrections will depend on the age and ability of the child;
- Verbal feedback will be indicated by a **VF**, and any impact of this should then be clear in pupils' work; this may be done in the lesson, or form a brief 1:1 session with an adult during purple polishing time;
- A '**p**' in the margin of any particular line will indicate an issue with punctuation. The mistake / omission will be underlined (underneath the line), unless the teacher considers the pupil able to identify the mistake for themselves;
- A '**sp**' in the margin on any particular line will indicate an issue with spelling. The mistake will be underlined and pupils will be expected to copy this word three times as written by the teacher at the end of the work; pupils who are able will be expected to look the word up in a dictionary and practise writing the word three times at the end of their work. As a mid-way system, teachers may write the first two or three letters of the word to help the pupil use a dictionary effectively. Usual practice would be that no more than three spellings are identified for correction; personal dictionaries have been purchased for every child in KS2 (January 2016), and any spelling that children have been asked to copy three times is then transferred to the correct section of the personal dictionaries;
- A '**gr**' in the margin on any particular line indicates an issue with grammar. NB: incorrect choice of homophone is a grammar mistake, NOT a spelling mistake;
- An **HW** in the margin, with any sections for re-writing 'squared bracketed', indicates to the pupil that they need to re-write this section neatly;
- A cloud containing an **s** in the margin indicates that part of / the whole sentence / paragraph does not make sense;
- In Maths, correct responses are ticked and mistakes are dotted;
- If a pupil has completed everything correctly, the teacher may set a challenge to be completed during the feedback session at the end of the lesson / PP time at the beginning of the following lesson. This will be indicated by a circled '**C**'.
- Any particularly good sentences / phrases / words should be ticked or double ticked;

- Particularly good work and effort can also be rewarded with stickers, merits, marbles or raffle tickets, as well as positive comments;
- Teachers should respond to purple pen work with a tick (or brief comment, if appropriate); any further inaccuracies will require verbal feedback from an adult (VF will be used to indicate this);
- All teachers, including supply teachers, HLTAs and TAs are involved in the marking process;
- Pupils' work should be marked in black pen;
- For assessment purposes, work will be annotated to show the level of support a pupil has received: I (Independent), TG (Teacher Guided), TAG (Teaching Assistant Guided) and VF (1:1 feedback);
- ? comments should be specific and make clear to the pupil what they must do to improve their work. This should be supported by teacher modelling whenever appropriate, eg. '? Please use finger spaces between words,' followed by a short sentence that uses finger spaces, which could then be copied by the pupil;
- If teachers think that a pupil might struggle to understand / achieve what is being asked of them independently, then they should be supported by an adult (individually or as a group) during the feedback session;
- If a ? comment refers to a specific point in the pupil's work, place a circled number next to it and write the ? comment underneath the work (with the corresponding circled number in the margin). Pupils can then write their numbered responses to these comments underneath the adult's feedback. A ? comment that refers to the text as a whole does not need numbering, unless more than one of these general points is made.

Appendix 1: Comments to Extend Learning

Please go back through your work and correct your verbs for tense. Present into past.

Rewrite your last sentence neatly – use bigger finger spaces and join your letters correctly.

Give one other reason for saying that John is deceitful. (Response to a text.)

Show me your working out for question number 3.

Explain your reason for saying....

Tell me one more fact about....

Justify your response to question 7...

How do you know that?

Why do you think?

If you were this character, what would you have done?

Would you like to live in this setting? Why?

What was your objective for this writing? Highlight your most effective words/sentence.

Have you used any imaginative vocabulary? Highlight it, please.

Can you make up your own example of a $TU \times TU$ calculation using only even numbers?

Write a similar challenge for your parents.

What is the most interesting fact you have learned from this research?

What would you like to find out next about.....?

Pupil Self Evaluation Prompts: It is good practice to encourage children to evaluate their learning.

I have learned to

I found out that.....

I have got better at because now I can

My is improving because I can now

I enjoyed this work because.....

My work is good because..... I could make it even better by.....

I'm proud of this work because.....

I get mixed up when I try to

I found this hard because I don't know how to

I needed to use to help me

I found this work hard. It would help me if.....