



# MARKING POLICY

NOVEMBER 2017

Marking is vitally important as it forms a part of the learning, teaching and assessment cycle. Marking has one function: to provide good quality feedback to the child that advances pupil progress and improves their outcomes.

Marking must be:

- Accessible for pupils - legible and understandable
- Manageable for teachers
- Setting the pupil's performance in the context of the learning intention
- Setting the pupil's present performance in the context of skills progression.

## PUNCTUATION

- All WRITING IN ALL SUBJECTS MUST BE PUNCTUATED AT AN AGE APPROPRIATE LEVEL USING NC2014 SKILLS.
- Highlight in yellow the places where improvements could be made.
- Prompt the pupil as to how the work can be improved.

## PROGRESS PROMPTS

Highlight in green, where the pupil has successfully met the Learning Intentions. Highlight in yellow the places where improvements could be made and prompt the pupil as to how the work can be improved. Below are **some examples**:

## REMINDER PROMPTS

- Remind the pupil of the objective and explain it in child friendly language

## SCAFFOLD PROMPTS

- Ask questions that will specifically encourage the pupil to meet the objective
- Begin a sentence/calculation for a pupil to finish
- Write a cloze type sentence for the pupil to add to
- Model how a calculation is performed
- Bullet point the necessary additions
- Use Blooms Taxonomy to pose questions



## EXAMPLE PROMPTS

- Give a couple of example sentences for the pupil to choose from

Here is an example of the above:

**CONTEXT:** Write a story about a dog

**Learning Objective:** To be able to express a character's feelings - blue target

**REMINDER PROMPT:** How do you think the dog felt here?

**SCAFFOLD PROMPT:** Describe the expression on his face

He was so surprised he ....

He barked \_\_\_ly running round feeling very\_\_\_\_\_.

**EXAMPLE PROMPTS:** Choose one of these or use one of your own:

He couldn't believe his eyes!

He ran around in circles looking for the rabbit, feeling very confused.

Feedback

Feedback improves the attainment of all pupils when it:

- informs pupils of their strengths and areas for further progress
- provides the pupils with strategies for progress

FEEDBACK should take the form of dialogue and may be either oral or written:

**QUALITY** feedback should:

- Be prompt and regular. It is reasonable and required that teachers provide every child with one comment in Maths, Writing and Reading per week that stimulates them to attempt to make further progress.

This can:

- Be given against a specific learning objectives or success criteria
- Invite and encourage the pupils to think for themselves
- Enable pupils to recognise their own strengths and areas for development



- Tell pupils what they need to do next to make progress. Pupils should be given opportunities to comment on their own and others' work. The skills of responding to feedback must be explicitly taught and pupils must be given time (Yellow Time) to respond so that they can make small focused improvements.

### Pupils Self-Assessment and Peer Evaluation

It has been shown that involving pupils in self-evaluation and peer assessment:

- Involves pupils in their own learning and assessment
- Allows pupils to realise their own learning needs
- Gives the pupils the information they require to negotiate their learning targets
- Provides the teacher with more assessment information - the pupil's perspective

Pupils need to be trained in the skill of self-evaluation and peer assessment. Pupils need to be doing this 90%+ of the time.

- Use self-evaluation at the end of all lessons. Give time for reflection, then ask for:
  1. Randomly selected pupil reflections
  2. Paired or Group sharing of reflections
  3. Written evaluations
  4. Traffic lights / smiley faces
- Allow pupils to mark their own and each other's' work
- Assess and mark work from other pupils as a class or group activity so that good work can be modelled and pupils can see what is expected
- Encourage the children to identify their own success criteria to go with the learning intention (mostly in writing.)

### Ideas for making marking manageable

- "Progress mark" only a small group each day per core subject (6)



- Highlight secretarial mistakes by using a yellow highlighter
- Use the agreed marking code (see below.)
- Share the key objectives with the pupils so they know what they are working towards and what they have achieved
- Use self and peer marking
- Plan time within lessons for reading and responding to feedback, e.g. the first 5 minutes of a lesson for yellow time OR use the thinking room.

### **Our Writing Marking Code- What to Yellow Highlight**

Missed punctuation/incorrect punctuation

Think again

Upper Case letter used incorrectly

Word spelt wrongly

The meaning is unclear

Remove this as it is not needed

Think of a better word

Insert missing word

New paragraph

Edit

### **Also record**

Guided work ("Guided"- pupil can write this.)

Verbal feedback ("VF")