



**Flushdyke J & I School**

# **Marking Policy**

Approved by: Governing Body

Date: June 2020

Review Date: June 2021

## **What is the purpose of the policy?**

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. Appendix A is added to the policy relating to agreed systems for marking, (symbols used, methods of marking, etc.) This enables staff to mark consistently in order to clarify expectations and feedback for children relating to their achievement.

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. 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. At Flushdyke School we also allocate regular, adequate opportunity for children to respond to feedback and to illustrate in their own work how they are progressing towards their next steps.

## **Objectives**

Marking and feedback should:

- Be manageable for teachers and accessible to children;
- Relate to the learning intention and comment on previous attainment within the context of the learning intention;
- Involve all adults working with the children in the classroom;
- Give recognition and praise for achievement and clear strategies for improvement;
- Allow specific time for children to read, reflect and respond to marking;
- Respond to individual learning needs, marking face to face with some and at a distance with others;
- Inform future planning and group target setting;
- Use consistent codes across the school;
- Ultimately be seen by children as a positive approach to improving their learning.

## **How does marking affect attainment?**

Research has shown that consistent and effective marking as documented in this policy has a significant impact on raising achievement.

## How do we mark children's work?

### Oral Feedback

It is important for younger children (and older children with special educational needs) to have oral feedback from the adult working with them. The adult should initially talk to the child about how they have met the learning intention and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. Children of all ages will receive regular oral feedback whenever possible, particularly during closely supervised group activities.

### Summative feedback / marking

This usually consists of ticks for correct answers and dots for errors, usually being associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups.

### Formative feedback / marking

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged or given detailed attention. We aim for most English and Maths pieces to be quality marked, the focus being to guide the pupils by picking out opportunities to develop the standard of work or consolidating skills, eg 'Now re write the sentence adding you add commas and apostrophes'. Acknowledgement, (by initialling) should always relate to the learning objective.

### What is Quality Marking?

Teachers focus first and foremost on the learning intention of the task. The emphasis being on both successes against the learning intention and improvement needs.

When 'quality marking' teachers should:

1. Read the entire piece of work;
2. Identify examples of where the child has met the learning intention;
3. Use a mark next to the aspect of the work which could be improved;
4. Provide a focused comment linked to the mark, 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 (e.g. 'what else could you say about the prince's clothes?');
- A **scaffolded** prompt (e.g. 'What was the monster doing?', 'The monster was so angry that he...')
- An **example** prompt (e.g. 'Choose one of these for your own: He growled so loudly that the birds fell off the trees / the monster ran away from the children.')

- An instructional comment , (e.g 'Please re-write this sentence using correct punctuation.')

All children should have a comment, where appropriate. More able children should be given a comment which will extend their thinking. Avoid using in isolation comments such as 'good work' 'well done!' etc, make the comment constructive and specifically related, eg 'Please keep your letters on the line', or 'Well done for neat handwriting but now add full stops and capital letters in this sentence', or 'I like the use of apostrophes as we discussed, well done !'

Quality marking can be used in mathematics. With number work, teachers should tick or 'dot' the work and write a 'closing the gap' comment. This could be related to a wrong answer or the teacher could provide an extension question.

As mathematics topics tend to change, pupils who have clearly misunderstood or not grasped a concept should be given the time, when and where appropriate ,to 'close the gap', e.g. by an extra teaching session, additional 'tailored' work, chance for the pupil to self- correct or reflect , support from home or other personalised learning input.

### **How will children respond to the comments that have been put at the end of their work?**

When work has been 'quality marked', time should be given during the following lesson for children to read and then make one focused improvement based on the improvement suggestion (marked by the asterix). In order for the marking to be formative, the information must be used and acted on by the children.

### **What other styles of marking do teacher's use?**

A tick and an initial

This is used particularly in KS1 but also in KS2 when there has been a large amount of adult input in the lesson or where oral feedback was given.

### **Self marking**

Older children are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point. The plenary may then focus on this process as a way of analysing the learning.

### **Shared Marking**

Teachers sometimes use an exemplar piece of work from an unnamed child to mark as a class, using a smart board or as a paper copy. This enables the teacher to model the marking process and teaches particular points at the same time.

## **Paired Marking**

In key stage 2, children sometimes mark narrative work in pairs. The following points are important:

1. Children need to be trained to do this through modelling with the whole class, watching the paired marking in action.
2. Ground rules should be decided as a class and adhered to.
3. Children should point out three things that they like first and then suggest a way to improve the piece but only against the learning intention. The 3:1 success to improvement ratio should be followed to avoid over criticism.
4. Pairings should be ability based, of two middle, two brighter or one middle and one lower together.
5. Encourage a dialogue between the children rather than one child being the 'teacher'.

## **What about correcting spelling, punctuation and grammar?**

Spelling, punctuation and grammar should not be marked in every piece of writing. Children cannot effectively focus on too many things in one space of time. When children have finished, teachers should ask them to check for errors in their work when they read it through. They should not be told to correct all spellings. Children will be encouraged to focus on high frequency words or recently identified spelling patterns, dependant on the child's ability. The appropriate will depend on the needs of the child in question. Punctuation and grammar may be a focus of the learning intention and so will be marked accordingly.

Children will be given feedback about the elements that the teacher has asked them to pay attention to, namely the learning objective, or the child's personal target. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning intentions.

## **How do teachers in the foundation stage mark children's work?**

In Foundation Stage, the teachers focus on giving oral feedback to the children but may write a comment with the child. Staff also write comments on the work as part of the process of gathering information for the Foundation Stage Profile, or sometimes a comment on a separate class list relating to the learning objective for assessment purposes.

Comments are consistently written on work as part of more formal, focussed tasks, eg emergent writing or number work. These will be shared verbally with individual children and improvements are often demonstrated (e.g. 'well done, you have tried really hard, just be careful that you write the letter 'a' the correct way around... like this.)

Comments written in books belonging to children who are not yet confident readers, are for the benefit of adults who are involved in facilitating the child's progress. These comments will inform all relevant adults (staff, parents, students, people monitoring work), of the children's progress and next steps.

**How will this policy be monitored and evaluated?**

- The Head teacher and Assistant Head teacher will monitor books.
- The Head teacher and Assistant head teacher will talk to the children about their work.

See appendix below

Appendix A – Marking Policy Symbols - **Marking to be undertaken in green pen.** *All staff should initial marking they have done.*

Symbol	Meaning
✓	Correct answers
•	Wrong answers, so children able to correct answer
✓c	Corrected answers (esp. in Maths)
I	Independent work
H	Lot of adult help given
h	Some adult help given
E	Equipment used to work out answers (esp. Maths work)
LT	Learning Target (LT to be verbalised to the children throughout lessons in FS to KS2. In KS2, LT should be evident in child's book.

Spelling errors

Depending on age and ability of child, underline 3 – 5 words in green. Write them in the margin. Upper KS2 to add spellings to spelling logs. Children to write out spellings 3x after the piece of work.

Purple pens of progress

Purple pens are used by pupils in KS2 to show their own corrections.

Punctuation errors

Depending on age and ability of child, highlight missing or incorrect punctuation where appropriate. Adults to model where punctuation marks should go and leave child to correct the rest themselves. KS2 use purple pens.

Stars and a wish

Used in peer evaluation, in activities like PE, drama, art and poetry.

Find 2 stars (good points) about work.

Find 1 wish (an aspect of improvement) about work.

In KS2 traffic light symbols, a 123 system and an ABC system will be used for both pupil self assessment and teacher marking against the Learning Target. Class 4 will use all 3 systems and Class 3 will use traffic lights initially and move onto ABC system as well. The charts below will be stuck into the front covers of the children's books.

**Lesson aims/Learning Target** (Classes 3 & 4)

●	Got it!!
●	Getting there!
●	Need more practise.

**Presentation** (Classes 3 & 4)

<b>A</b>	Super presentation
<b>B</b>	Clear to read
<b>C</b>	Untidy

**Effort** (Class 4)

<b>1</b>	I have tried my best.
<b>2</b>	This is ok but not my best.
<b>3</b>	This is not quite up to standard.

In KS2, together with the above three systems, a comment may also be written. It is important that the child reads this comment and uses it.

Signed:

Date:

Mrs T Palk  
Headteacher

Signed: Approved at virtual GB Meeting and sent via email dated 29/06/2020

Mrs J Lawton  
Chair of the Governing Body