Holy Trinity Church of England Primary School

Marking Policy

Date created: September 2007   Latest review: September 2014   Next review: September 2014

Signed: _____Headteacher   _____Governing Body

Introduction

At our school we believe that marking children's work is a very important part of the teaching and learning process for both teacher and learner. This policy sets out the guidelines by which we mark children's work in order to achieve consistency throughout the school and to make clear the expectations of our school.

Marking children's work is part of teachers ongoing or Formative Assessment of children's attainment. It provides children with the feedback they need to evaluate their performance in any given task and importantly should point them towards the next steps required to consolidate and further learning. We believe it is important to have a marking policy to ensure that the correct balance of teacher feedback is given to children whilst at the same time ensuring that teacher workload is realistic. The improvement of marking and feedback is one of our development priorities, but has always been one of the core responsibilities of a teacher:

> "Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development."
>
> QTS Standards (Core)

By having agreed marking policy we ensure that a consistent approach is applied across the whole school enabling children to interpret marking effectively and thus have greater impact in their progress.

Aims and Objectives

The aims of this policy are to ensure a consistent approach to marking and to make clear what is required by teachers. This policy sets out the symbols that teachers should use to mark children's work and the quality and quantity of marking required.

At our school we mark children's work to:
- To identify mistakes that children need to correct or be aware of;
- To celebrate achievement and to praise children's efforts;
- To reward where appropriate;
- To ensure that the children know that their work has been scrutinised.
- To check the quality of the children's work
- To evaluate the effectiveness of the lesson
- To assess the next step
- To set targets
- To check the child's understanding
- To motivate the child
- To let the child know how the work matches up to expectations
- To have impact
- To provide feedback

Communication through Marking

Marking communicates to children so it is important that children should understand the basic criteria for marking throughout the school. Guiding principles of marking:

- Focused marking – we **always** mark to the Learning Objective/Aim.
- Be positive (if feasible); select 2/3 positive things to every one area for improvement.
- Use agreed marking system at all times.
- Periodically, if possible, mark alongside the children. This is essential in Key Stage One.
- Allow self or paired marking, encourage honesty and openness about errors (use of targets from Target Tracker to help the children realise what is required to move them onto the next level).
- **Always** display learning objectives in a prominent place within the room along with the success criteria.
- Children to use smiley face system or 'what I have learned' comment at the end of a piece of work as self-assessment in all subjects.

Current Practice – Key Stage Two

The organisation of a piece of work is crucial to the marking process. Each piece of work in English, Maths and Science should be headed with the label below:

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┌─────────────────────────────────────────────────────────────┐
│                                              ┌─────────────┐ │
│   Date:                                      │ ☺   ☺   ☹ │ │
│                                              └─────────────┘ │
│   Aim:                                                       │
│                                                             │
│   ┌─────────────────────────────────────────────────────┐ │
│   │ I have learned:                                      │ │
│   │                                                      │ │
│   │                                                      │ │
│   └─────────────────────────────────────────────────────┘ │
└─────────────────────────────────────────────────────────────┘
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The label has been designed in order to ensure that all aspects of assessment for learning, peer and self - assessment are not overlooked. The label also plays a key role in the marking process. Teachers/TA's should also indicate whether a piece of work is independent or supported.

The POGY (Pink, Orange, Green, Yellow) Marking System

Work can be ticked or stamped as per personal preference but the following highlighting code should be used at all times:

Not yet met the learning objective/success criteria
Partially met the learning objective/success criteria
Completely met the learning objective/success criteria
An issue/error that you think needs to be raised

In practice the code will show, for example:

Tuesday 5th July 2010

Aim: To punctuate sentences correctly.

The above example indicated that the child partially met the LO, written/verbal comments would then justify and explain the assessment in more detail.

Initial feedback has been given directly using the highlighters - additional comments can then be used to:

- Elaborate upon/explain why the child has met/partially met/not met the learning objective
- Provide encouragement
- Illustrate that a teacher is focusing on this child
- Show that there is a particular issue to be highlighted… The comment and the part of the work it refers to should be highlighted in yellow to bring it to the child's attention.
- Give the children additional feedback on the progress and next step at the end of a unit of work.

Think when using Pink

Some children could be worried/alarmed/disappointed if they see pink highlighted sections in their work. As teachers we try to create a culture where we deal sensitively with pink issues in children's work. Our approach is to reassure children that pink marking is the next step to achievement and success and give children the opportunity to address issues that the teacher has highlighted as soon as possible (ideally the next day).

Self Assessment

The ☺ ☺ ☹ box on the label should be an opportunity for the children to express how they felt about the lesson in terms of enjoyment.

The "I have learned:" box should be an opportunity for the children to think about what they have learned.

Peer Assessment

At appropriate points within a unit of work it can be useful to ask the children to swap books and for them to check the LO & SC collaboratively. Peer and self-assessment is always done with green pen. It is useful for the children to also discuss what their next-step could be and to write that as well.

Current Practice – Key Stage One

The POGY Marking System is used in Key Stage One, but the daily organisation of work has been modified somewhat to accommodate the needs of our younger children. Furthermore in Key Stage One, teachers try (whenever possible) to mark work and provide verbal feedback during lessons (on the spot marking) with the child. We have found that this approach makes marking and feedback more accessible to our younger children.

Aim (Learning Objective)

Every piece of work will have an aim/learning objective. This could be in the form of a handwritten by the pupil/teacher/teaching assistant or a label. We adopt this approach because younger children need to spend their time focusing on the learning task, rather than the administrative task of writing aims/learning objectives.

The POGY (Pink, Orange, Green, Yellow) Marking System – KS1

The same colours are used, under the same criteria. The main difference is that after every piece of work pupils will self assess using the 'smiley face' code ☺ ☺ ☹ then the teacher marking the work will validate or (in some cases) amend the assessment.

In practice the code will show, for example:

☺ Well done Jonny, you have achieved the objective today.

<u>Frequency of Marking</u>

Marking, particularly in English and Maths, is carried out by the teacher (teaching assistant if work is assisted) as soon as possible at the end of each lesson. We have daily English and Maths lessons so in order to ensure that issues/misconceptions in a pupils work are addressed, it is reasonable to expect marking to be completed before the next lesson – therefore daily marking is recommended.

Monitoring and Review

The Marking Policy is the responsibility of the Curriculum Committee.

The Governors encourage parents to feedback on the content and effectiveness of this policy. The Headteacher and Deputy Headteacher monitor the policy on a day to day basis and report to governors, when requested, on the effectiveness of the policy.