



Parwich Primary School

Marking Policy

Review every two years

Rationale

Parwich Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; where the learner is actively involved in the process.

Aims of the Policy

- To provide a broadly consistent approach in marking throughout the school so that children have a clear understanding of what is expected; know why they have been successful and how to improve;
- To develop children's self-esteem through praise and valuing their achievements;
- To create a dialogue which will aid progression.

The Principles behind Parwich Primary School Marking System

- To be fair, clear in its purpose and consistently undertaken by all staff, including TA's and supply teachers;
- To be meaningful, feedback should clearly relate to the learning objectives/success criteria, individual targets and efforts for the lesson, as appropriate;
- To be positive, motivating and constructive with comments that highlight where a child has done well, but also, how they could improve (identify 'next steps') - the children should want to produce high quality work and make progress;
- To encourage a dialogue between teacher and child;
- To be at the child's level of comprehension;
- To be written in handwriting that is legible and a model for the child;
- To allow children to build up a realistic picture of their strengths and weaknesses and to enable pupils to become reflective learners;
- To allow teachers to evaluate if teaching has been effective and inform the next steps of planning;
- To positively affect the pupil's progress and consequently, raise attainment in school;
- To provide a record of past interactions for outside others involved in the pupil's learning journey;
- To relate to English targets in all written pieces, particularly the basic skills (grammar, punctuation, spelling and handwriting);
- To be consistent across all subjects;
- To be manageable for the teachers. Marking is only one aspect of the teacher's role and should not take up such an amount of time that teachers are unable to effectively carry out other aspects of their job;
- To show we value the pupil's work.

Responsibilities of Staff Marking Work:

- To give regular written and oral feedback;
- To ensure that most work is marked before the next session of that subject;
- To adjust planning in the light of marking;

- To provide time in lessons to review work from previous lesson;
- To make learning objectives explicit - ensure children are clear about the teacher's expectations;
- To involve children in the process from an early stage;
- To use children's work as exemplars.

Types of Marking / Feedback

Verbal Feedback

Interviews with children across the school revealed that they believe that a verbal discussion is the most effective method of feedback, particularly with younger pupils. We believe that creating an ethos where children speak freely about their learning allows them to articulate their self-evaluation as well as more accurately informing teachers of strengths and weaknesses. Verbal feedback may be to correct a child's understanding or to extend the child's learning. The teacher needs to carefully plan so that time is built into the lesson to allow this to happen.

The language of the classroom gives a strong message to children about their achievement; as a consequence, the teacher needs to use positive language.

For instance

- 'When you find something challenging, it is an opportunity to learn something new.'
- 'This is how we learn. If everything is easy, it means you already know how to do it, so there is no new learning.'

Rather than

'I know you are having difficulty with this'

Written Feedback

- **Check Marking**
- **Focused Marking**

Check Marking

- This usually consists of ticks, where work is correct, and crosses, or a dot, where mistakes are made, and is associated with closed tasks or exercises where the answer is either right or wrong. This may be marked by the children, as a class, or in groups.
- Check marking made by the teacher will be in red pen.
- Comments will relate to the planned learning objectives/success criteria, basic skills (grammar, punctuation, spelling and handwriting), recognise the children's individual achievements and indicate the next steps in their learning (as appropriate).
- Written statements may need to be read back to younger children. – GORANGE Time in the Infant Class.
- Time will be built into lessons for children to reflect on marking and respond to it.
- Pupils will either respond in green pen to the side of work needing slight improvement / correction, or in blue/black pen or pencil (as appropriate) underneath, if a more in-depth response is required.
- Team points, stickers or smiley faces to reward pupils may be given.

Focused Marking

Some key pieces of work will have more in-depth marking than other work, for example, extended, individual writing.

Marking will relate to the following:

- the lesson objective.
- individual targets
- basic skills (grammar, punctuation, spelling and handwriting).
- effort / achievements

In addition:

- A **yellow highlighter** will be used to identify 'Golden Lines' (phrases, sentences, punctuation and or mathematical strategies) within the pupil's work that show evidence of the pupil meeting the

lesson's learning objective, the pupil's individual target or outstanding application of previous work taught;

- An orange highlighter will be used to identify work that needs correcting;
- Time will be built into lessons for children to reflect on marking and respond to it;
- Pupils will either respond in green pen to the side of work needing slight improvement / correction, or in blue/black pen or pencil (as appropriate) underneath, if a more in-depth response is required;
- Team points, stickers or smiley faces to reward pupils may be given.



Peer and self-assessment


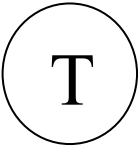
Children may, where appropriate, self-mark work, or mark another child's work. Peer and self-assessment is not a replacement for teacher marking and feedback. It is an important additional form of assessment that engages children in becoming self-critical and independent. The aim of peer and self-assessment is to involve the children in the analysis and constructive criticism of their own work or others work using success criteria from the lesson. The approach to peer and self-assessment will depend upon the age and ability of the children. Time needs to be built into the lesson for the children to reflect on their work. The teacher will always review this marking.

General

- All work completed in core and non-core subjects should be marked using a range of check and focused marking where appropriate.
- Homework completed by pupils should be valued and marked.
- Where the marker is not the regular class or subject teacher, the work should be initialled. This includes teaching assistants, supply teachers or other teachers within the school.
- A variety of appropriately chosen stamps can be used to support check and/or focused marking.

Marking / Editing Key

| Code | Explanation |
|--|--|
| <p style="text-align: center;">Yellow Highlighting</p> | <p>Work highlighted in yellow identifies 'Golden Lines' (phrases, sentences, punctuation and or mathematical strategies) within the pupil's work that show evidence of the pupil meeting the lesson's learning objective, the pupil's individual target or outstanding application of previous work taught.</p> |
| <p style="text-align: center;"></p> | <p>A word or punctuation that has a single tick indicates good work.</p> |
| <p style="text-align: center;"></p> | <p>A word or punctuation that has a double tick indicates excellent work.</p> |

| | |
|---|--|
| <p>Orange Highlighting</p> | <p>Work highlighted in orange identifies work that needs correcting or improving.</p> |
| <p>Sp</p> | <p>'Sp' written in the margin will indicate to the children that the word highlighted in orange will need to be rewritten correctly at the end of their piece of work five times. These would usually be words that the child would be expected to know.</p> |
| <p><u>Spelling mistake</u></p> | <p>Words underlined will be unfamiliar words spelt incorrectly and the child will be expected to look at the correct spelling that will be written in the margin.</p> |
| <p>[</p> | <p>New paragraph</p> |
| <p>? ^</p> | <p>Missing word / text</p> |
| <p>Green pen</p> | <p>Green pen to be used by the children for slight improvements.</p> |
| <p>tp</p> | <p>Team point (KS2)</p> |
|  | <p>Team point (KS1)</p> |
|  | <p>Target</p> |