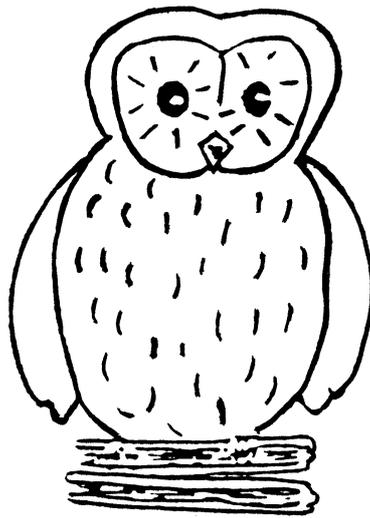


Overstone Primary School



Marking Policy

At Overstone Primary School we have a clear understanding of how children learn and continually strive to provide the best possible conditions to facilitate this. We acknowledge that we live in a changing world and that we need to prepare our children for tomorrow's needs. Consequently we not only place value on the key skills of reading, writing, oral communication and mathematical understanding, but also on developing skills for life in modern Britain. We aim to deliver a world class curriculum that will challenge and inspire all our pupils and prepare them for the future.

We have three overall aims:

That pupils will become:

- Successful learners who achieve and enjoy learning
- Confident individuals who can live safe and healthy lives
- Responsible citizens who make a positive contribution to society and achieve economic well being

Rationale

At Overstone Primary School we take a professional approach to the task of marking work and giving feedback. All children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will mark work and give feedback as an essential part of the assessment process. We believe marking should provide constructive feedback to every child, focussing on success and improvement against learning objectives. Marking should help children to become reflective learners and to close the gap between current and desired performance, ensuring that every pupil makes maximum progress.

Aims

We mark children's work and offer feedback in order to:

- enable pupils to make progress by reinforcing and extending their learning;
- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment and inform individual tracking of progress.
- provide the ongoing assessment that should inform future lesson-planning.
- be manageable for teachers

Reasons for Marking

Whenever we mark a piece of work, we do so for one or more of the following reasons:

- To promote the child's self-esteem, interest and respect for his/her work
- To encourage and praise by noting examples of good practice
- To demonstrate to the child our interest and concern for their work
- To focus the child's attention on some of the errors he/she made and to suggest means of correcting them in order to ensure progress is made
- To evaluate individual progress
- To assess overall progress and to enable us to plan for future teaching

- To assess the effectiveness of our teaching

Marking Strategies

Summative marking – usually consists of ticks and crosses and is appropriate for closed tasks or exercises.

Secretarial marking of spelling, punctuation grammar etc. should not be applied to every piece of work. Children cannot effectively focus on too many things at once.

Focused marking should concentrate entirely on the success criteria of the task. The emphasis should be on success against the criteria and the improvement needed. Focused comments should help the child close the gap between what they achieved and what they could have achieved.

Self-marking – when possible, children should self-mark closed tasks, individually, as a group, or as a class. They should also be trained to self-evaluate, identifying their own successes against learning objectives and looking for points for improvement.

Response partners – children should be trained to evaluate a partner's work identifying successes against learning objectives and looking for points for improvement.

General Marking Objectives

If our marking is to be effective and of value to ourselves and to the child, it is important that teacher and child participate. Work should be marked with the child whenever possible. 'Distance' marking should be a dialogue not a monologue. If the child is not involved, the chances are that the time teacher spend marking work is wasted.

We focus on the success criteria for each piece of work and communicate this to the children as appropriate. The learning intention is displayed in the classroom. KS2 children write the learning intention at the top of their work. The success criteria/steps to success are provided by the teacher and stuck into the book. On some occasions, children will devise their own success criteria. This helps to raise pupils' awareness of the specific points, e.g. content, expression, vocabulary, grammar, genre, which will be the focus of marking.

Overstone operates a 'traffic light' system as one method of assessment. Children are encouraged to traffic light the success criteria themselves, the teacher will then initial if they agree with the child's self-assessment or change the colour if they don't agree with the child's self-assessment.

Green = I achieved this.

Amber = I need to practice this more

Red = I need help with this.

Where appropriate, pupils also peer assess work by colouring against the success criteria then initialling (to clarify who has assessed the work).

Guidelines

The following procedures for correcting children's work should be implemented by all staff:

- When we mark work it is important that we demonstrate consistency by marking to the success criteria set for the task.
- Where appropriate, a brief written comment should be made on the work. This comment should be constructive and informative (i.e. not just good, excellent, etc.) and linked to the learning intention. Its purpose is to reinforce and extend learning.
- Marking should have a positive effect on the next piece of work produced by the child.
- When we return work to pupils, we will give them time to read and action comments and think about the targets they need to work towards. Children should be encouraged to respond in writing (using their purple pens), verbally, individually or in a group activity.

- Children should be encouraged to respond to each other's work using the success criteria as guidance. Where appropriate, they should check and improve their rough drafts themselves, or use response partners', prior to writing out a final draft.
- Children can also mark their own or each other's work against an answer key e.g. mental maths, arithmetic, tables tests.
- Children are asked to indicate where they think a particular target has been achieved (KS1 & KS2 use the traffic light system).
- A child's learning partner might also check on their behalf that a particular target has been met.
- A great deal of verbal marking takes place in the form of comments and discussion. Staff ensure that they recognise achievement and make positive comments in subjects such as Art, Music, Design Technology and Physical Education.
- Marking should be sensitive to the abilities of the child and his/her capacity to benefit from it. Marking should balance the desire to improve with the need to encourage.
- Staff mark all subjects in blue ink. Teachers and student teachers on short-term supply to the school mark in green, to distinguish them from the class teacher.
- Teachers will comment on spelling and grammar when appropriate, including:
 - if spellings and grammar were part of the lesson focus/objective;
 - if it is a spelling or grammatical error that the pupil should know;
 - if it is related to the child's target.
- The Marking Policy will be published on the school website. Parents will be advised each time the Marking Policy is revised.
- Stamps are used when appropriate to clarify whether a child's work is completed with a teacher's support, or completed with a teaching assistant's support.
- When the teacher needs to clarify a teaching point or go over work with children they will use a 'verbal feedback given' stamper.

Marking Writing:

A **cold task** is set at the start of each new unit of writing. Children have no teacher input before this task. The teacher uses this to assess what the children need to learn over the unit. This task is used to; inform teaching, produce the marking ladder to assess the hot task and to set a clear target for each child (these individual targets could be given to a group of children, all with the same need, and could be something as simple as to use capital letters and full stops, depending upon the needs of each individual pupil).

“Green for growth” and “tickled pink” marking- writing completed in lessons is marked using green and pink highlighters. Pink show the child where their writing is of good quality and green where the writing needs to 'grow'/improve. Green marking should be differentiated according to the year group and the ability of individual pupils.

Purple 'polishing' pens- children use these to make corrections, respond to teacher comments and improve their writing. Children initial to show that they have read teacher comments. Teachers then mark the improvements that the child has made.

A **hot task** is set at the end of each unit of writing to assess learning. Children do not have any teacher input before starting the task. Teachers mark this using the marking ladders and individual targets. Over the year the hot tasks build up a 'portfolio/bank' of writing for each individual child as evidence for the level that they are teacher assessed at. There is a column on the marking ladder for the pupils/talk partners to mark/assess their own writing by finding examples within their writing of the different aspects used. For e.g. used an expanded noun phrase, child finds an example and copies it into the column.

APP grids: Staffordshire Assessment Grids for writing. From the hot task, teachers highlight on these grids (date according to task) the sections that the child is now using. These may be highlighted in different colours to show progress. The grids show where the pupils need to be to be 'next year ready', so the statements on the grids can be used to inform planning and set the learning intentions and success criteria for lessons and mini sessions.

Hot tasks and APP grids are then used to inform I-track.

Marking of all other written work

Marking will be against the success criteria. Pupils are encouraged to take an active role in the learning process. When appropriate, features such as errors in processes, misunderstanding or concepts, misspelt vocabulary, accuracy, quality of presentation will be commented upon.

Marking of Maths Work

Maths work must be 'marked' to show whether each answer is right or wrong. A comment may also be added which tells the child how well he/she has met the success criteria and, when appropriate, which features need to be improved e.g. errors in processes, misunderstanding or concepts, misspelt vocabulary, accuracy, quality of presentation. Questions are set as appropriate to reinforce or extend learning. These are completed using purple pens. Green highlighter pen is used to inform pupils of the need to perform an action in response to marking.

EYFS

In Early Years, much of the feedback given to pupils is verbal. Written feedback, purple response/correcting pens and traffic lights may be introduced as part of the transition into key stage 1 for some pupils when appropriate to their stage of development.

Monitoring and Evaluation

Each curriculum co-ordinator will periodically review a sample of work from each class to monitor the implementation of this policy.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning pupils' achievements and progress.

The performance indicators will be:

- an improvement in children's progress and attainment,
- Teacher, child and parent testimony concerning the usefulness of the marking.
- Consistency in teacher's marking across the two key stages and between years.
- Awareness on the part of the pupils of what is expected of them.