LONG MEAD COMMUNITY PRIMARY SCHOOL POLICY

Policy name	Marking Policy
Date written	September 2024
Date agreed by Governing Body	October 2024
Date of renewal	September 2025
Senior member of staff with oversight	Headteacher

Vision

At Long Mead CP school, our aim is to unlock the potential and foster aspiration by offering a broad and varied curriculum in a happy environment which fosters cheerful, well-motivated and interested children who not only have confidence in their own ability, but also a considerate awareness of their peers.

Rationale

This policy sets out how the use of presentation, marking, feedback and response is consistently utilised across our school to benefit primary aged pupils.

Effective verbal or written feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on the success and improvement needs of the pupil, enabling them to become reflective learners and help close the gap between current and desired performance.

Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of presentation, effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Marking should be a continuous process of formative assessment to SUPPORT, CONSOLIDATE, ACCELERATE and CHALLENGE.

Expectations

Presentation of learning should:

- Be neat, demonstrating care and thought
- Provides the first impression of quality of learning and should be valued as such, although does not supersede content or quantity of learning

Marking and feedback should:

- Inform the pupil what they have done well and what they need to do to improve, in order to raise standards
- Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.
- Wherever possible, verbal live marking should be given
- Be manageable for teacher and learning support assistants with regard to their workload.

- Get children actively involved in their learning.
- Develop class strategies for overcoming issues and celebrating quality work

Formative Assessment – will normally be verbal (live marking) within the lesson or verbal using the feedback marking grid the following lesson or written if the books are marked after lesson

Intervene to support

Aids should be available in the classroom. Intervention next step marking might suggest:

"Use a number line to help you"

"It will be easier if you wrote the numbers in the squares like this (example)"

Intervene to consolidate

This is more than 'Do another ten questions' but where the child may need a few more examples before they can more on. The examples are tailored to the errors a child has previously made, after guidance has been given.

"Don't forget the apostrophes!"

Intervene to Accelerate

With clear differentiation there will be tiered activities offering appropriate levels of difficulty. Next step intervention marking can simply move the child on to the appropriate level. A higher level of task should be available for the more able. The comment might be:

"Now have a go at the word problems."

Intervene to Challenge

This is different from simply moving children onto an appropriate level of difficulty. This is about turning the level around, asking children to put their learning into practice in a range of different contexts and applications. For example,

"How much change would you have if you spent twice as much?"

"Now think of a real-life situation where you would need to do this sum"

Presentation EYFS/KS1

I will not leave blank pages in my books.
If I make a mistake, I will put one neat line through it using a ruler.
I will write between the handwriting lines in my book using the letters of the correct size.
I will use pencil in all my books.
I will write one digit in each square in my maths book.
The date will be present on each piece of work.
I will not draw on any part of my book, including the covers and targets.

Presentation KS2

I will underline a written date and Learning Intention (LI) using a ruler.
I will not leave blank pages in my books.
If I make a mistake, I will put one neat line through it.
I will write between the handwriting lines in my book using letters that are the correct sized.
I will use pencil in my maths book.
I can use handwriting pen in book.
I will not draw on any part of my book including the front cover.

Marking Processes: Teachers' well considered intervention

Teachers conduct live marking wherever possible. This takes place within a lesson to prompt deeper thinking, and swiftly address misconceptions. It takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning situation with a pupil or as part of a group.

Self-assessment

Pupils will draw a triangle in their books each lesson to self-assess their work.

One side: 'I don't think I understand yet'

Two sides: 'I think I have got it but a bit more practice is needed'

Three sides: 'I have got it!'

Any further editing or marking that the children undertake will be written in purple pen.

Peer Assessment

Peer assessment or peer review provides a structured learning process for our pupils to critique and provide feedback to each other on their work. It helps them develop lifelong skills in assessing and providing feedback to others, and also equips them with skills to self-assess and improve their own work. Peer assessment can:

- empower our pupils to take responsibility for and manage their own learning.
- enable them to learn to assess and give others constructive feedback in order to develop lifelong assessment skills.
- enhance their learning through knowledge diffusion and exchange of ideas.
- motivate students to engage with their learning more deeply.

It is important to us that:

- the pupils know the rationale for doing peer review, that the expectations and benefits of engaging in a peer review process is clearly explained to them.

- feedback on students' feedback to each other is given when needed. To support this, some examples of feedback may be displayed, making it clear which kind of feedback is useful and why.

- clear directions and time limits for in-class peer review sessions are given.

- children are given ownership of criteria used to structure the peer review or assessment sessions. This is to written on post it notes and not in books. Positives are to be shared in class verbally.

What Peer Assessment looks like in the classrooms

- We encourage peer and self-assessment in different forms from EYFS through to Year 6 to encourage ownership over learning, the use of critical and comparative vocabulary and promote our children's positive and purposeful feedback skills. It begins by class or group discussions, moving through into more formalised situations.

- It should be clear that the children should be trained in the process of self-evaluation/peer assessment, looking for success measured against criteria and suggesting improvements. They should be aware of the difference between secretarial and quality of content errors.

    o When peer assessing a piece of writing:

    - The piece of writing should be placed in the middle between the writer and the peer assessor.

    - The peer assessor using the criteria already agreed can interject to give opinions or may wish to wait until the end to provide their opinion and/or to discuss the writing.

    - Peer assessors must give 1 positive comment and 1 wish. These may be given in written or verbal form.

- Children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self-esteem and to encourage active participation in the activity.

- Feedback/peer assessment can be oral or written according to the age and ability of the child, and appropriateness of task. When it is written, it will be on post it notes and not on the child's book and be clearly dated.

- Children should be trained to give an improvement suggestion which will be in the form of a wish.

- Children should be given time and opportunity to act upon suggestions if they choose to. It is important to us that each child has ownership over whether they act upon the feedback given, particularly when discussing content of a written piece rather than a secretarial error.

- The quality of the improvement suggestions and of the peer assessment should be overseen and monitored by the teacher/adult working with the child.

Review of Pupils' Work

After a lesson, the teacher looks through the pupils' books for common misconceptions and errors in basic skills. Teachers tick each piece of work to show it has been checked. Whilst looking through the books, teachers make notes on the key messages to feedback to pupils at the start of the next lesson using a grid.

See Appendix 1 for an example of a marking grid when finished.

When the marking grid is used, the teacher plans a whole class feedback session using the notes from the sheet as an aide-memoire. The start of the next lesson begins with the teacher sharing the best work (perhaps using the whiteboard), identifying common errors in basic skills (e.g. spellings, number facts) and then addressing common misconceptions that have been identified. This session is flexible in how long it takes but a typical session might be ten minutes or so giving time for children to redress any misconceptions that had arisen and, where useful, check through their work and improve it based on the feedback given.

All feedback sheets will be kept in a folder in the classroom, accessible for teachers, LSAs and subject leaders. Feedback sheets should be used once a week for Maths, English and the wider curriculum.

Non-negotiable Procedures for Marking.

- All marking is to be carried out in green pen (positive) and pink pen (next steps) - where appropriate

- All marking is to be done in clear legible handwriting.

- The marking code is to be followed in all cases.

- All pupils' work is 'ticked' by Teacher or Support Staff, indicating it has been seen.

- Work is to be assessed using 'triangles'

Marking System and Code

- All teachers and LSAs mark in green and pink ink. Any marking undertaken by the child/ren is in purple pen.

- It is assumed that all work is completed independently unless Teachers indicate when support has been given by using 'S'.

- Use the codes below to indicate where work requires correction.

- Children should be taught to self-assess.

- Teachers and learning support assistants should make every attempt to carry out live marking when they are making interactions to support learning or move it on quickly within lessons.

We use the following signs and symbols in our marking:

        ☐   correct work

        incorrect calculation in mathematics

___ or sp   an incorrect spelling. Focus will be the incorrect spellings of key vocabulary or high frequency words relevant to the individual child. In Year 5, paragraphs are identified by * where there are a specified number of errors for the child to find. For repeated errors especially of Tier 1 and 2 words, these spellings will be added to their individual spelling books to learn for the following week.

S	support has been given
P/CL	in the margin indicates incorrect or missing punctuation (e.g. capital letters, exclamation marks, question marks, inverted commas)
≈ or G	Grammmar error eg tense inaccuracy
//	New paragraph
^	Insert a word(s)

Big Books

Throughout the school, big books shall be used to celebrate learning and work within specific subjects. Clear headings and dates are to be shown in the books and photographs where appropriate. Where individual work is stuck in, this should be marked according to the policy.

Supply teachers and Student teachers

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers on arrival.

Responsibilities

- It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.
- It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school. Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area.
- It is the responsibility of the Headteacher to liaise with the Subject Leaders and to feed back to Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress.
- It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities.

Monitoring, Evaluation and Review

Monitoring of the policy will be done through work scrutiny led by the Headteacher and Subject Leaders as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes. The Headteacher will also monitor the impact of feedback sessions through work scrutiny in both maths and English as part of learning walks to monitor the quality of teaching and learning in the school. In EYFS this will also include scrutiny of observational assessment and content of Learning Journeys. This will be triangulated with pupil interviews to ascertain how feedback marking supports them in understanding what they need to do to improve their learning and to make progress.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. Feedback will be given to all teachers.

Evaluation of feedback and response will be done by measuring the impact on pupil progress, using progress data, discussions in pupil progress meetings, review of SEN provision and impact of the Pupil Premium Grant.

Early Career Teachers will be provided with additional guidance as part of their induction programme.

The policy will be reviewed every September by the whole staff.

Whole Class Feedback Sheet

Lesson: **Date:**

Work to Praise and Share	Need Further Support

Presentation	Basic Skills Errors

Misconceptions and Next Lesson Notes

Example of completed Whole Class Feedback Sheet

Whole Class Feedback Sheet   Date: 4th Sept '17   Lesson: English

Work to Praise and Share	Need Further Support
Saba – excellent vocabulary choices Anees – description in opening (show under visualiser) Sophie – great dialogue (show under visualiser)	Hayden, Tanima, Aqib – Noun/Verb agreement is weak. Check through with adult during lesson. Selena, Tom - Not finished. Josie – Absent

Presentation	Basic Skills Errors
Great Show Sophie's book – good e.g. of setting out speech and correct punctuation placement Reagan, Lena – errors not corrected with a single ruler line	Correct placement of punctuation at the end of direct speech is poor – model next lesson with Sophie's book Spellings – • *extraordinary* • *unconscious* • *symbol* Teach and check with mini-whiteboards

Misconceptions and Next Lesson Notes
Problems with tense - Swapping from past at start to present later on. E.g. Jack's work. Need to reteach key points from previous lesson. Next lesson - show these sentences and identify the error. 'The car skidded to a halt in front of the town hall. A tall man gets out and runs towards me.' Rewrite on whiteboards then check own work for errors with tense. Harley, Safa, Mariyah have no tense errors - complete challenge task identifying errors in levels of formality.