



Stebbing Primary School Marking Policy

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Due for review autumn 2020

Introduction

Marking complements and assists teaching and learning. It serves as a tool for assessing individual and school performance. Marking should be diagnostic and inform children of the next steps needed in their learning in order to improve their work. Written and verbal feedback is our tool for sharing with pupils their successes and areas for further focus. The school policy will provide standardisation and consistency of practices throughout the school. The implementation of the policy is the responsibility of all the staff.

Aims:

- To make pupils reflective learners, involved in their own learning and aware of their own progress.
- To recognise that the key to successful learning is raising the self-esteem of all pupils.
- To raise attainment and maximise progress for all pupils.
- To raise the quality of the teaching and learning of all pupils.

Principles:

- To be meaningful and constructive, feedback needs to be based on clear learning objectives and the success criteria/toolkit.
- Pupils are encouraged to reflect on themselves and their peers as learners.
- Pupils are aware of the ‘next steps’ for progress in their learning and increasingly involved in determining what these might be.
- Feedback focuses on the progress of the individual rather than making a comparison with others.
- Distance marking (marking after a lesson) needs to focus on the learning objective, spelling, presentation or grammar.
- Success Criteria or a toolkit is used throughout the school. The children should be involved in deciding the Success Criteria/toolkit needed to meet the learning objective.
- The activity of marking should help to inform teacher assessments.
- The culture of feedback should follow an agreed and consistent practice used throughout the whole school.
- Regular opportunities for active marking are in place in lessons to enable more rapid progress for pupils.

Practices and Procedures

Marking Prompts

Throughout the school a consistent approach to marking is essential. All teaching staff are aware of our revised Marking Prompts. These will be reviewed regularly to ensure they are still valid and used appropriately. Marking practices will be reviewed through a work scrutiny.

It is important that both children and staff feel confident and have a good understanding of the marking prompts in use. These were created by discussing with both teaching staff and the children at school to ensure they have meaning to all.

Marking by the teacher or Teaching Assistant

Verbal

This means discussion of work and direct contact with the child. Such an exchange may be accompanied by a written mark or a VF to represent verbal feedback which will serve as a record that the child has received feedback.

Written

Written comments will be made on children’s work, where appropriate. These should be positive and may relate to the learning objectives and possible success criteria for the lesson. They may also refer to next steps needed to further improve their work.

In order to evidence how children have completed a piece of work we have developed our marking prompts:

GW=group work

PW=paired work

UA= unaided

SS= some support

WS= with support

These are used by the children or staff to show how they have worked.

Marking may be carried out by the children

- To encourage independent learning through self-checking
- To be more critical in their approach to their work
- To aid teacher assessment
- Using success criteria to help children know how they can improve their work
- Through peer assessing and marking offering constructive feedback.

Marking carried out by the children may be verbal or written. Further clarification is outlined below:

Verbal

This means contact with an adult or another child. Through discussion and exchange or comments the child is able to amend, correct or enhance work. Children are encouraged to read their work aloud, either to themselves or to talk partners in order to make improvements.

Written

This varies with the development of the ability of the child. Young and less able children would not be expected necessarily to re-write their work.

Independent writers will draft and self-check their work for the teacher to mark. The use of toolkits and success criterias are used to support the child in identifying areas where improvements can be made. Any relevant mistakes not identified by the child will be highlighted by the teacher so that further corrections/improvements may be made.

Corrections

Not every mistake will be corrected. To correct everything is seen as counter productive to child motivation.

The point of a teacher's written corrections is to identify to children their mistakes so that they can correct them and learn from that correction.

Corrections should link to the learning objective/success criteria. However, other non-related errors which a child consistently makes may also be corrected as appropriate.

For re-draft and display purposes children's work may be copied out, spell-checked and amended to produce a 'final' copy, but there would normally be an earlier draft.

Giving children the time to respond to marking: ReflectED

Marking is only productive and children can only learn from it when they are given time to respond to the teacher's comments and make further necessary improvements to their work. Time is given during the week for children to review their work in light of the comments made, either with the teacher, learning partner or individually.

Assessment

Examples of children's unaided work are readily available and assessments carried out regularly so that a true picture of performance is evident to teaching staff, children, parents and Governors. This is part of our Assessment Cycle.

Marking forms an integral part of the assessment of all subjects within the National Curriculum - see Assessment Policy.

Partnership with all stakeholders

It is important that marking strategies and marking prompts are consistently used throughout the school to ensure when parents or governors are involved in looking through work that they identify uniform approach.

Entitlement

The implementation of a positive marking policy will assist in the assessment of each child's work and the delivery of the National Curriculum.

All of the various approaches to marking should appear throughout children's work, with no particular strategy taking precedence.

This policy can be accessed by visiting the school's website: www.stebbingprimary.co.uk