

Ringway Primary School Marking Policy

The Future
The Future
starts here

Our aim is to provide the foundations for a positive future for our pupils. A future where pupils learn to stay safe, to understand the importance of a healthy lifestyle, and to enjoy all they do. A future where they are both literate & numerate & can think critically. A future where they make a positive & respectful contribution to their culturally diverse community. A future where they show mutual respect & tolerance at a local, national & global level. A future where they aspire to be the best they can be & achieve their full potential.

Created: May 2017

Review: May 2020

Signed C of Gov.....

Headteacher.....

Policy Aims

The aim of this policy is to provide clear guidance on the purposes, procedures and processes of effective marking and feedback at Ringway Primary School. We believe that quality marking and feedback is integral to promoting high expectations and aiding progression.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support teachers' assessment knowledge of each pupil as part of assessment for learning procedures, in order to plan and refine next steps in learning.
3. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Foundation Stage

In the Foundation Stage each pupil has an individual profile which tracks progress across all the areas of learning. The profile contains annotated work examples, photographs, and verbal feedback which are used to measure progress. Pink and green marking are introduced in the summer term of Reception.

Guidance



Marking is done in green & pink. Green is good or correct, or shows what is being done well. Pink highlights errors/ mistakes / areas for improvement or corrections. Pink also sets challenges for the children.

Learning Objective (WALT):

There should be a clear focus on what is being assessed, so that the marking is clear and concise. The learning objective should be written as a WALT (We Are Learning To), at the top of the page in all books. Children will also have a list of success criteria (WILF) to assess themselves against during the lesson, (Literacy and Numeracy). This will ensure the children are clear about the

learning objective and understand what they are being assessed on. Year 1 pupils will have a more visual checklist until the summer term as their reading ability is lower.

For example:

WALT: Write an opening and build-up of a story.	Me	Teacher
I can use adjectives		
I can use a noun phrase		
I can use the word 'when' as a conjunction or an opener		
I can use different suffixes		

Self and peer marking:

Pupils must assess their work against the success criteria before the work is marked. Year One staff will begin to train pupils during the summer term. Year Two will embed this and begin to train pupils to read and respond as they become better readers. This teaches pupils how to self-evaluate their work and take ownership of their learning.

As pupils progress into Key Stage 2 they will be taught how to peer assess effectively. Teachers will decide how often they carry out peer marking based on the curricular demands of that year group. Children must peer mark in a different colour pen or coloured pencil. Year 1 and 2 can introduce peer marking if the teacher feels the children are able to do it effectively.

Teacher marking and feedback:

Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve. It also forms part of formative assessment which is essential for teachers to refine and hone planning so that they can swiftly move forward towards desired learning outcomes. All pupils' work is to be marked by a Teacher or a HLTA. TA's can only mark spellings, phonics and homework books. TA's can write on/mark a pupil's work during a lesson to address misconceptions, set spellings or set a challenge - as directed by the teacher. No work should go unmarked.

Verbal feedback is as valuable as written feedback, particularly during a lesson. If verbal feedback is used it should be acknowledged using the symbol VF (see appendix).

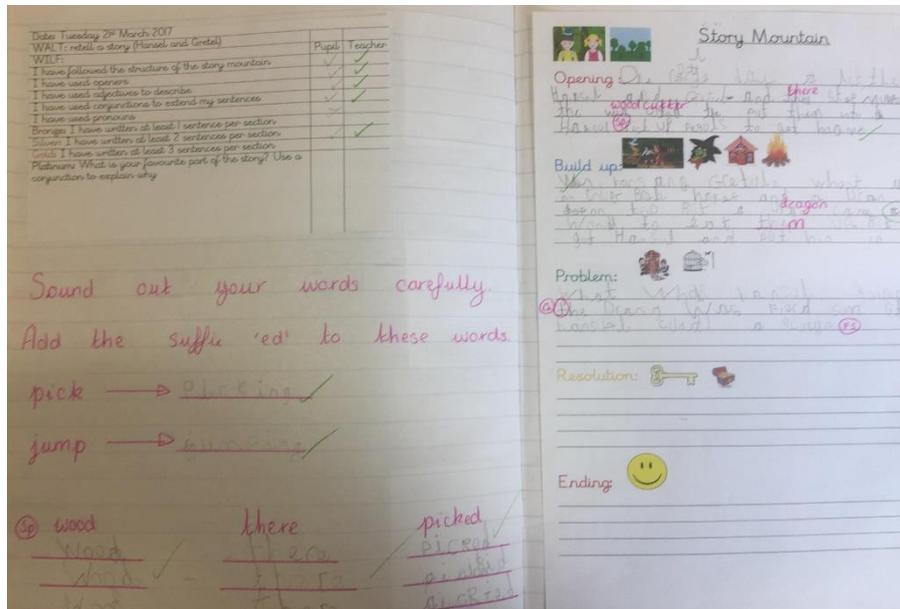
Feedback should:

- Be positive, specifically identifying what has been done well (green).
- Identify an area for specific improvement followed up with an improvement task (pink), and/or identify a specific area for deeper investigation - this is written as a **challenge** (pink).

Well-constructed feedback tasks prompt effective responses from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving.

Feedback examples:

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking (challenge)
- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practise - e.g. times tables, attention to place value, spellings, punctuation, grammar.



Example from Y1 Literacy book.

Child has self-assessed and been set spellings and a challenge.

Correction/Challenge time:

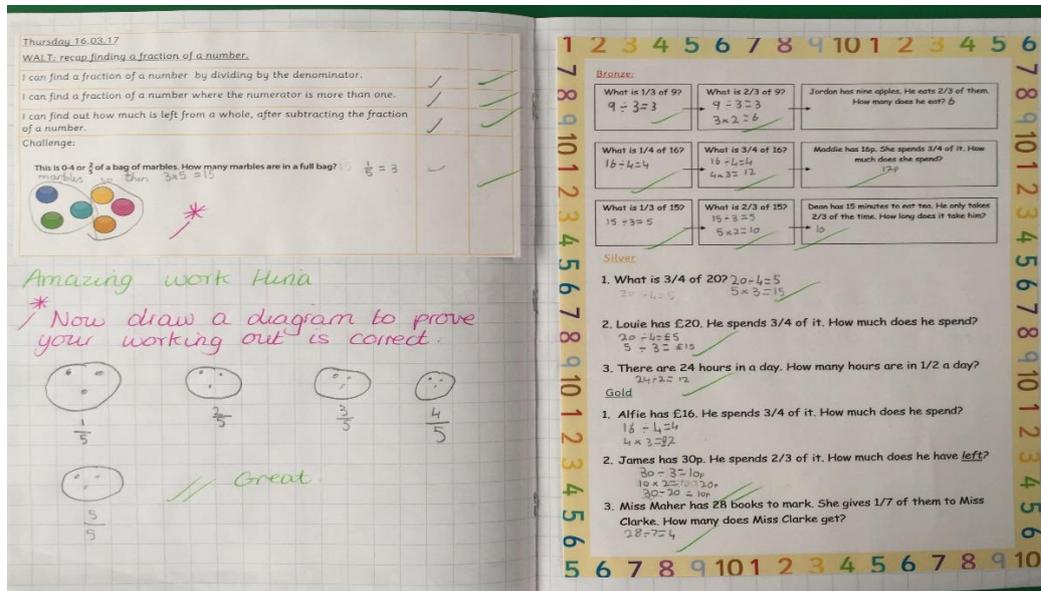
In Literacy all pupils should have **at least** one piece of work per week marked in more detail and a challenge set. This marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made. The overseeing of such a task may be

carried out by another adult other than the class teacher. Pupils will need time to respond to comments and spellings/grammar corrections daily. Therefore, teachers need to allocate time for this in their daily timetables. Corrections must also be marked.

Where an error is repeated in a piece of work such as a spelling mistake, it is only necessary to correct it once. It will suffice to underline the error in order to catch the attention of the child when repeated. Teachers then choose three key spellings for the children to work on at the bottom of the page. Corrections must be crossed out with a ruler. Consideration should be given to the maximum number of corrections appropriate to individual pupils as 'over marking' can be destructive.

Mathematics:

In subjects such as Mathematics where a tick indicates a correct response, an incorrect answer may be denoted by a cross. Pupils must self-assess their work using the success criteria (WILF). Year 1's will be more visual until the children's reading ability is high enough. Teachers must mark the maths books **daily**. Children to complete a challenge daily either independently or as a group. All corrections must be completed by the end of the week.



Example from Y3 Numeracy book.

Child has self-assessed and completed a challenge. They also explained their reasoning.

Big Writing:

Independent writing will be assessed once a fortnight as part of Big Writing and a feedback lesson used to inform pupils of their next steps. Teachers should aim for one comment to be on grammar or punctuation. Writing should be done on the right hand side of the page and teacher comments and notes on the left. Children need the session following the big write to carry out their corrections

and challenge task. Pupil's drafted work for assessment pieces will not be marked, (drafted work from Y2 upwards).

Foundation Subjects:

All pieces of work must have a WALT at the top of the page. Grammar, punctuation and spellings will always be marked.

Special Educational Needs

SEN pupils with Individual Education Plans (One page profiles), should have their work marked with regard to their specific targets, as well as wider learning objectives. SEN pupils without IEPs should have their needs and difficulties taken in to account when marking, in order to reflect planned differentiation. It is useful for all staff working with the children to annotate their work to set the context i.e. 'AS' (adult support).

Equality of Opportunity

All pupils have a right to have their work marked regularly in a manner that takes in to account any disabilities or learning difficulties. No pupil will be discriminated against because they have a disability or a barrier to learning.

Appendix

Symbols for marking:

Underline the word or place referred to in the child's work, then use the symbol in the margin.

SP = Spelling

// = New paragraph

CL = Capital letter

P = Punctuation

VF = Verbal feedback

AS = Adult support

Green = Well done/Good example

Pink ? = This doesn't make sense