



Marking Policy

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Introduction

At Golden Flatts School we will take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in the marking symbols and grading systems used by individual teachers, and the age of the children will have to be taken into account. However, 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.

Aims

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

- I. show that we value their work, and encourage them to do the same;
- II. boost their self-esteem and aspirations, through use of praise and encouragement;
- III. give them a clear picture of how far they have come in their learning, and what the next steps for learning are;
- IV. offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- V. promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- VI. share expectations;
- VII. gauge their understanding, and identify any misconceptions;
- VIII. provide a basis both for summative and for formative assessment;
- IX. provide the ongoing assessment that should inform our future lesson-planning.

Principles of marking and feedback

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- The marking should always be in accordance with the lesson objective and identified success criteria and where appropriate the child's own personal learning targets.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made. Where children have been set specific tasks to complete as part of the feedback they must be given appropriate time to complete these tasks and feedback on the outcomes provided.
- The **impact** of marking should be evident in the children's subsequent work.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- The marking system should be constructive and formative. There should be a positive assessment if the child's learning followed by one or two specific next steps for learning linked to the planned learning outcome or success criteria.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset. Marking should be linked to the planned learning outcome for the lesson or shared success criteria. This shared understanding of what is to be achieved enables the teacher to create opportunities for children to self and peer assess.
- Errors that were made by many children should not be the subject of individual comments, but should be annotated on planning and used to inform the next steps in planning.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate. A brief written record of the next steps for learning should be recorded to enable the impact of the feedback to be judged.
- All marking should be done before the next lesson in that subject.
- The schools marking code should be used consistently.
- For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
- Feedback may also be given by a teaching assistant, or through peer review. Marking needs to indicate who is giving the feedback.
- Feedback is provided through plenaries too, and in group sessions.
- Feedback can identify a child's key learning difficulties.

- Teachers need to ensure that they establish consistent expectations with regards to the quality of work, the quantity of work and presentation.

General advice to teachers

- The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- The school has explicit rules that apply to all pieces of work (e.g. the date and title must be underlined, with the lesson objective at the top), and teachers will not accept the work unless these rules have been followed.
- In addition to these general rules there are specific rules for specific types of work, for example numeracy. These rules have been taught and may be on display. They make it clear what good-quality work in the subject is like.
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- The marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed. Marking and feedback should be linked to planned learning outcomes and success criteria and used to scaffold learning and provide an appropriate level of challenge.
- Given that marks out of ten, or levels from A to E, can overshadow carefully nuanced comments, teachers may choose to mark by comment only.
- Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. At the same time teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements.
- Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact pupils should be encouraged to set some of the questions.
- When appropriate, children may mark their own or another child's work, but the teacher must always review this marking. Marking their own work is usually preferable, because when the teacher makes a point, the children need to be able to relate it to their own efforts.
- Children should be encouraged to assess their work ahead of final marking, using prompt cards. These cards can remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process.
- In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.
- Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.
- Teachers will comment on spelling and grammar only in the following cases:
 - if spellings and grammar were part of the lesson focus;
 - if it is a spelling that all pupils should know;
 - if it is something related to the child's target.
- Marking symbols are displayed on the wall in every classroom and are appended to this document.
- Marking is completed in red pen.

Monitoring and review

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy annually.

Review Date: November 2015

Next Review Date: December 2016

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