

Marking Policy



2017/18

Aims of Handsworth Primary School

“Branching out, growing tall, hand in hand, one and all”

At Handsworth Primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:

- For everyone within the school to reach their full potential and develop self worth, self confidence, the ability to take responsibility for their own individual actions and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children’s learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment and learning.

Equal opportunities

At Handsworth Primary school we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

Inclusion

We are committed to promoting learning and teaching environment for all that embeds the values of inclusive educational practices.

Through a child centred approach, we aim to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

Rationale

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress. Evidence of our response to children's work can be found recorded in books and on display, but much of Key Stage 1 work is practical and much response is verbal. A great deal of verbal praise is given. We use our judgement as professionals in a constructive way when working with young learners to take their learning forward. We believe that the most effective way of marking for all pupils is through dialogue.

Aims

- To assist learning
- To provide information for assessment
- To encourage, motivate, support and promote positive attitudes
- To inform planning
- To promote higher standards
- To correct errors and clear up misunderstandings
- To recognise achievement, presentation and effort
- To provide constructive feedback
- To show pupils that we value their work
- To allow pupils to reflect on their past performances and to set new targets together with the teacher.

Objectives

- Are constructive
- Are related to needs, attainment and ability
- Are related to specific targets and learning objectives which are shared and made clear to the pupils in advance
- Follows consistent practice throughout the school
- Ensures that pupils know how well they are doing and what they need to improve to make further progress
- Provides pupils with opportunities to assess their own work and that of others
- Are positive and constructive with appropriate praise given.
- Sets targets for children to ensure pupil motivation and involvement in progress
- Encourages a dialogue between teacher and child

Teaching and Learning

This policy reflects and reinforces the aims that marking will assist learning by motivating, highlighting and target setting. Thus, reinforcing what the children have learnt and identifying the next steps.

Broad Guidelines

- Work will not always be marked in detail, but it will be checked. This simply indicates that work has been seen and can be done as the teacher moves around the room.
- 2 stars and a wish will be used at least once a week, to provide detailed written feedback on pupils progress.
- 'Close the Gap' marking (highlighting good examples and focussed marking centred around the L.O) will be used when providing feedback to groups not worked with during the lesson.
- There may be times when it is appropriate for a T.A. to annotate work.
- Work is marked as quickly as possible, i.e. same day or next day.
- Homework is marked as rigorously as class work.
- Green pen is used, and care is always taken to preserve the integrity of pupils' work.
- Marking includes verbal and written feedback.
- Marking can sometimes be done in the classroom with the child or a group.
- Talk partners – children are encouraged to evaluate their own and other's achievements against the learning objective, in verbal or written form.
- Self Assessment – this includes 'smiley faces' and the 'traffic light' system.
- Responding to teachers' comments is a skill and children will be taught how to reflect on these and respond to them.
- Time will be built into the timetable to allow children to respond to comments and feedback.
- From years 1 to 6. Teachers/TAs mark in green pen and pupils mark in purple pen. Children correct and evaluate their work purple pen.

Rewards

In accordance with our Behaviour for learning Policy, teachers establish their own reward systems, appropriate to the age and needs of the children in their class. These may be in the form of stamps, stickers and certificates. Smiley faces etc. may also be used by individual teachers.

Children are also actively encouraged to show their work in other classes, to another teacher, or a member of the Senior Leadership Team.

The whole school awards system is also used to reward achievement – teachers select children to show good work in the Friday celebration assembly, when star of the week certificates are awarded.

Planning and Assessment

Formative marking informs planning and provides information for assessment. Corrections support the child's learning and we remember that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers use their professional judgment when deciding how many corrections to mark (as guidance 2-3 corrections).

Teachers may plan to mark groups of work, so that they can focus on developing particular objectives with targeted groups. Marking is for the direct benefit and improvement of the children's work. Marking is therefore undertaken by the teacher to inform the child of the progress they are making and targets they need to work towards.

Agreed Code

Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful.

The following agreed code (poster) will be displayed in every Key Stage 2 classroom and in the front of all writing books, so that all children are aware of the meaning of the various markings.

Key Stage 1 teachers will use the code as an aide memoire as appropriate to the age of the child.

Comments are written whenever possible, giving targets for future work.

Marking Explained!

sp - Please correct this spelling.

p - Look at the punctuation in this sentence again.

t - Check that you are using the correct tense

g - Look at the grammar again.

VF - An adult has spoken to you about how to improve your work.

Uplevel - Can you think of a way to improve this based on the targets for your level?

Make sure you respond to any feedback or do any corrections in PURPLE PEN.

Year group	Subjects			
Foundation stage	<ul style="list-style-type: none"> • Child initiated tasks will be indicated with CI. Adult initiated tasks will be indicated with AL. • Work will be dated by the adult. • The feedback given to Foundation Stage pupils will mostly be verbal at the time of the activity however written comments might be used in pupils writing books to inform the teacher of next steps. • Smiley face/stars/stickers will be used to reward effort and achievement. 			
Years 1 & 2	English	Maths	Science	Creative Curriculum
	<p>Once a week a longer piece of writing will be marked using the following strategies: Star stampers indicate good elements of writing & reflect the success criteria/LO.</p> <p>Verbal/written feedback to be provided to identify next steps.</p> <p>Correct punctuation errors where appropriate.</p> <p>Attention will be drawn to incorrect formation of letters by circling and modelling of correct examples in book to copy and pupils will be encouraged to practise.</p> <p>Use of good work stamps/stickers to reward effort and achievement</p>	<p>Correct work will be ticked.</p> <p>Incorrect work will be identified with a dot and pupils will be given the opportunity to respond.</p> <p>Number reversals will be corrected. Examples to be shown in book.</p> <p>Verbal Feedback will be used whenever possible.</p> <p>Adult supported work will be identified.</p> <p>Quick response marking will be used to inform planning and immediate intervention opportunities</p>	<p>Objectives are linked to N.C and smart AT1 objectives (stickers can be used to save time)</p> <p>Scientific language is used always</p> <p>Children reflect on previous science learned and respond to teachers marking</p> <p>Mark to the objective</p> <p>Adult to scribe for pupil if appropriate.</p> <p>A more detailed, evaluative comment related to the work should be given to the focus group where possible. Give a next step comment e.g. Good - you can generate your own question for investigation. Next step - To be able to plan with your group how you would carry out the investigation.</p> <p>Aim to mark six books per lesson from your group focus children. If the children are self-assessing their work correctly this is acceptable as a means of marking. For KS1 a comment can be included after giving verbal feedback to a pupil.</p>	<p>All recorded outcomes will be marked either by the teacher, Peer Assessment or Self Assessment.</p> <p>To be marked in line with English standards</p> <p>Correct spelling of up to 5 specific key words.</p> <p>Marking will focus on the learning objective.</p> <p>Where possible marking will provide the pupil with an opportunity to engage, usually through the use of a reflective question linked to the LO.</p> <p>Pupil's attitude and response to the topic might also be commented on.</p>

	English	Maths	Science	Creative Curriculum
Years 3 & 4	<p>Once a week a longer piece of writing will be marked using the following strategies:</p> <p>Star stampers indicate good elements of writing & reflect success criteria/LO. Verbal/written feedback to be provided to identify next steps.</p> <p>Pupils will be given the opportunity to read through their work and marking comments and self correct/edit</p> <p>Use of good work stamps/stickers to reward effort and achievement.</p>	<p>Correct work will be ticked.</p> <p>Incorrect work will be identified with a dot.</p> <p>Adult supported work will be identified.</p> <p>The majority of comments on pupil's work should relate to the learning objective. If the work was good, say why, e.g. Good you can now multiply by 5. If the learning objective was not met, say what needs to be done to meet it.</p> <p>Try not to focus comments on presentation issues to the exclusion of comments about learning. If a child has a problem with presentation, then tackle this by setting a specific short target and restrict comments to progress towards this.</p> <p>A more detailed evaluative comment relating to learning should be made once per week and the next steps for learning should be indicated, e.g. Good you can now multiply by 5. Next step - To be able to multiply by 3.</p> <p>Make sure that you build in time to your lesson to allow children to review the comments you have made.</p> <p>Targets will need to be reviewed and set after assessments. These will need to be shared with both pupils and parents to ensure the pupils have ownership of their targets. A copy of the targets will need to be glued into books and referred to regularly.</p>	<p>Staff comments - should relate to the learning objective and be specific e.g. good understanding - you have transferred the information from the chart to the bar chart accurately.</p> <p>If the work has not met the objective tell the child what is needed to do so e.g. You understand how some of the parts of the flower work. You need to look at what happens to the flower and ovary.</p> <p>If the child has left out relevant information this needs to be highlighted. E.g. To straighten your arm you normally need to relax the muscle.</p> <p>Comments should be related to the task. Issues relating to presentation can be discussed verbally with the child and a specific activity given outside of science lessons. However, whole class teaching should be given relating to specific aspects of scientific enquiry and how this work should be presented so children are aware of the format required e.g. how to interpret frequency charts.</p> <p>Mark for process and factual scientific understanding shown in oral and written work.</p> <p>Where appropriate teacher add a further 'challenge' question (this can be generic)</p> <p>Children reflect on previous science learned and respond to teachers marking</p> <p>A more detailed, evaluative comment related to the work should be given to the focus group where possible. Give a next step comment e.g. Good - you can generate your own question for investigation. Next step - To be able to plan with your group how you would carry out the investigation. Aim to mark six books per lesson from your group focus children. If the children are self-assessing their work correctly this is acceptable as a means of marking</p> <p>Ensure all books are marked on a rota basis depending on your focus groups for the other children.</p>	<p>All recorded outcomes will be marked either by the Teacher, peer assessment or self assessment.</p> <p>To be marked in line with English standards.</p> <p>Correct spelling of up to 5 specific key words.</p> <p>Marking will focus on the learning objective.</p> <p>Where possible marking will provide the pupil with an opportunity to engage, usually through the use of a reflective question linked to the LO.</p> <p>Pupil's attitude and response to the topic might also be commented on.</p>

	English	Maths	Science	Creative Curriculum
Years 5 & 6	<p>Once a week a longer piece of writing will be marked against the success criteria using the format of 2 stars and a wish.</p> <p>Pupils will be given the opportunity to read through their work and marking comments and self correct.</p>	<p>Correct work will be ticked.</p> <p>Incorrect work will be identified with a dot.</p> <p>Adult supported work will be identified.</p> <p>Quick response marking will be used to inform planning and immediate intervention opportunities</p> <p>The majority of comments on pupil's work should relate to the learning objective.</p> <p>If the work was good, say why, e.g. Good you can now multiply by 5.</p> <p>If the learning objective was not met, say what needs to be done to meet it.</p> <p>Try not to focus comments on presentation issues to the exclusion of comments about learning. If a child has a problem with presentation, then tackle this by setting a specific short target and restrict comments to progress towards this.</p> <p>A more detailed evaluative comment relating to learning should be made at least once per week and the next steps for learning should be indicated, e.g. Good you can now multiply by 5. Next step - To be able to multiply by 3.</p> <p>Make sure that you build in time to your lesson to allow children to review the comments you have made.</p> <p>Targets will need to be reviewed and set after assessments. These will need to be shared with both pupils and parents to ensure the pupils have ownership of their targets. A copy of the targets will need to be glued into books and referred to regularly.</p>	<p>Staff comments - should relate to the learning objective and be specific e.g. good understanding - you have transferred the information from the chart to the bar chart accurately.</p> <p>If the work has not met the objective tell the child what is needed to do so e.g. You understand how some of the parts of the flower work. You need to look at what happens to the flower and ovary.</p> <p>If the child has left out relevant information this needs to be highlighted. E.g. To straighten your arm you normally need to relax the muscle.</p> <p>Comments should be related to the task. Issues relating to presentation can be discussed verbally with the child and a specific activity given outside of science lessons. However, whole class teaching should be given relating to specific aspects of scientific enquiry and how this work should be presented so children are aware of the format required e.g. how to interpret frequency charts.</p> <p>Mark for process and factual scientific understanding shown in oral and written work.</p> <p>A more detailed, evaluative comment related to the work should be given to the focus group where possible. Give a next step comment e.g. Good - you can generate your own question for investigation. Next step - To be able to plan with your group how you would carry out the investigation. Aim to mark six books per lesson from your group focus children. If the children are self-assessing their work correctly this is acceptable as a means of marking</p> <p>Ensure all books are marked on a rota basis depending on your focus groups for the other children.</p> <p>Scientific language is used always. Children reflect on previous science learned and respond to teachers marking</p> <p>Where appropriate teacher add a further 'challenge' question (this can be generic)</p>	<p>All recorded outcomes will be marked either by the Teacher, peer assessment or self assessment.</p> <p>To be marked in line with English standards</p> <p>Correct spelling of up to 5 specific key words.</p> <p>Marking will focus on the learning objective.</p> <p>Where possible marking will provide the pupil with an opportunity to engage, usually through the use of a reflective question linked to the LO.</p> <p>Pupil's attitude and response to the topic might also be commented on.</p>

Years 1 - 2



means I understand



means I understand but I need more practice



means I do not fully understand and I need more help

Years 3- 6

Self assessment is written at the end of a child's work in purple pen. It consists of simple evaluative sentences based on the format **What Went Well** (WWW) and **Even Better If** (EBI).

WWW: I was able to write an exciting opening using fronted adverbials

EBI: I added some ambitious vocabulary to my description of the house.

Peer Assessment follows this same format. Children are reminded to sign their name and write neatly in their partner's book.

Monitoring, Evaluation and Review

A key aspect of the Senior Leadership Team's role is to monitor, evaluate and review the effectiveness of the marking procedures throughout the school. This is achieved in a variety of ways including reviewing planning, scrutinising work, discussions with staff and pupils, observing in lessons, providing appropriate and high quality resources.

Staff Development

We are committed to ensuring that all staff develop and maintain their skills and are able to make professional decisions regarding assessment and marking. Staff are encouraged to identify areas in which they feel they may benefit from further training. Training needs may also be identified by the subject leader or the team co-ordinator. Training may be provided in a number of ways including in school provision and attendance on courses.

Other Related Documents

- New Primary Curriculum
- Assessment, Recording and Reporting Policy
- Teaching and Learning Policy
- Handwriting and Presentation Policy
- Curriculum Policy
- All other curriculum policies
- Behaviour for Learning Policy

Review

This policy will be reviewed by the Assessment Coordinator. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body committee.

Date of next review July 2019