*Policy updated: 20th September 2017*

*G.French*

Policy for Marking

**Rationale**

Marking is an integral part of teaching and learning, being an important aspect of the interaction between pupil and teacher and a key element of assessment. It gives a strong message to the pupil about the importance, relevance and value of the learning being undertaken. The different aspects and styles of marking need to be clearly understood by pupils and teachers. Whilst there should be a consistency of purpose throughout the school the style of marking may change according to the age of the pupil.

**Aims**

* To raise standards by ensuring that teachers are fully aware of the ability of the pupils and of any misconceptions they may have.
* To allow teachers to be fully aware of the pupils’ response to individual learning objectives.
* To ensure that pupils have a clear understanding of their progress and what they must do to improve.
* To produce evidence of the pupils’ progress.
* To increase the pupils’ levels of motivation.

**Guidelines**

Marking should give an indication of how well a pupil has achieved the learning objective and made progress towards individual targets. It should indicate which aspects were particularly successful and should contain praise when appropriate. It should give the pupil an indication of what needs to be done to improve and any next steps in learning should be given.

**Targeted Marking**

At the beginning of their work, children will be given a key question related to the learning objective. Using the question as a guide, teachers respond to children’s work with highlighter pens. This highlighting should only occur after the child has had the chance to self-assess themselves.

* **Green:** to highlight where the children have correctly used and applied learning.
* **Yellow:** to highlight a focused area of development (1 or 2 examples)

On occasion, teachers will mark with written comments. This is particularly important when responding to writing where the teacher is taking the role of a reader. If teachers feel it would be beneficial for pupils to review or extend an aspect of their learning they will use a question or present a simple task which can be completed during response marking time.

**Response to Marking Time**

Teachers plan in response to marking time for the children to read, respond, make any corrections and complete any tasks highlighted by the teacher. As a result of marking a pupil should have a reasonably good understanding of their own learning and what they need to do to improve. Pupils are asked to make any corrections or additions in purple pen (purple pens of power / purple pens for polish).

**What should be marked?**

The constraints of time mean that not all pieces of work can be marked to the same level of intensity but ALL learning will be recognised by the teacher through at least a signature or indication that the focus has been met.

**What should be the focus of marking?**

Marking will generally refer to the learning objectives through the key question, but may cover more general areas, for example, grammar, punctuation, spelling, individual or group targets. Pupils need to understand that not all mistakes will be corrected by the teacher all the time but conceptual misconceptions will be addressed.

**How should work be marked?** Different tasks will call for different methods and levels of marking. E.g. spelling or tables test – ticks & dots with final score; written tasks may need a written comments; maths exercises may be self-checked or checked in partners with teacher’s initials at bottom of page to show that misconceptions have not been ignored. Teachers may use the following:-

**Merits**

Merits may be awarded for recognising achievements related to Building Learning Powers and excellent work. Merits can be awarded to show recognition of progress in learning. M

**Written comments**.

Written comments give a clear indication to the pupil of how they have performed. They present the opportunity to praise, highlight misconceptions and set targets. Written comments should be matched to pupils’ reading ability or time will be taken to share marking with pupil. Teacher comments will be written using a green pen. Children should always be given the opportunity and time to respond to marking; this should be built into planning and daily routines. Children should record responses to marking using purple pen.

**Marking codes**

Marking codes can save time and be used to give an instant feedback that is easy to interpret. They should be explained to the children and prominently displayed in the classroom. The following marking codes table should be used in all marking.

**Marking codes:**

|  |  |
| --- | --- |
| Code | Meaning |
| CL | CL indicates that there are errors with capital letters. Pupils should be encouraged to identify these independently as far as possible |
| FS | FS indicates that there are errors with full stops.Pupils should be encouraged to identify these independently as far as possible |
|  | Punctuation is missing. Pupils should be encouraged to identify missing punctuation independently as far as possible. |
| // | A new paragraph should be started at this point. |
| sp | A common spelling mistake has been made within the work and should be identified and corrected independently as far as possible e.g. a word on the NC wordlists. |
| VF | Verbal feedback – this indicates that the teacher has discussed the learning or responses to marking with the child. |
|  | A child’s individual learning target has been met. |
| Highlighted | Green represents good examples of learning, including where lesson objectives or success criteria has been achieved |
| Highlighted | Yellow represents next steps in learning and / or areas to look at and check again. |
| ✶ - AchievedWT – Working towards* Way forward
 | Adults use these codes to indicate a pupil’s level of understanding: focus achieved/working towards/not understood.They should be placed next to the ‘Can I...’ learning question. |
|  | Indicates a child has a next step/deepening learning challenge |
|  | A merit has been awarded for learning and learning behaviours |

The following symbols represent the level of support a pupil has had during a lesson:

|  |  |
| --- | --- |
|   I  | Independent. If learning has no symbol, it is to be assumed that the learning is independent |
|  S | The pupil was supported by an adult |
| GG | The activity was part of a guided group |

**Verbal Feedback**.

Verbal feedback gives a clear indication to the pupil of how they have performed including; positive and negative aspects and what to do next. Consideration needs to be given to whether it is given publicly or in private. Conferencing can be used to discuss work in more detail.

**Peer marking** **and self-assessment.**

Peer marking and self assessment enables pupils to take ownership of their learning and to work alongside their peers to discuss ways to improve. It can be used effectively where the task is objective (e.g. where there is an answer sheet) and where success criteria is clear. Pupils should be trained how to self-assess and peer mark effectively by linking with the learning objective, success criteria and everyday expectations (such as age related GPS or written calculation methods). Peer marking will be completed using purple pens.

**When should the marking take place?**

For marking to be really effective there should be the minimum period between completion of the task and the teacher’s response to it. It can happen:-

* During the lesson where the teacher is working with a group during ‘guided’ or ‘independent’ tasks. Where these sessions are fully interactive the opportunity exists for several of the above forms of marking to be employed.
* At the end of the lesson and as part of the plenary.
* After the lesson, but before any follow-up lesson. Constraints of time may limit this to the work of one or two groups. (Possibly including the next group to be the focus of ‘guided’ task)
* Detailed marking should be undertaken at the end of the piece of work.

**Who should mark?**

Work produced during a lesson should be marked by the teacher who planned and delivered the lesson or by pupils if peer marking is the intention. Supply teachers are expected to mark work they have taught. Teachers may mark work from another class for moderation purposes. Teaching assistants may also help the teacher to mark work by identifying any positive learning behaviours and/or identifying when the lesson focus has been achieved (as on the grid). When anyone other than the class teacher is marking, they will initial the work.

**After Marking**

Since marking should be an ongoing dialogue between teacher and pupil, time needs to be included **before** the next lesson and/or within daily routines (e.g. at the start of the day) for pupils to respond to marked work and add initial next steps to say they have responded.

As a result of marking a pupil should have a good understanding of their own learning and what they need to do to improve.

**Target Setting**.

Target setting will be an ongoing activity linked to marking and to individual needs. Targets may be general, may be linked to class/group assessment or may be linked to other learning objectives. Children will have chance to reflect on their progress towards individual, class or group targets and next steps marking will help support the child reach their personal target.