

"Imagine what a difference it would make if all children knew what they were good at and all children knew what they needed to do to improve"

### Aims

Our Federation aims to develop enthusiastic, confident and active learners who are effective in their approach to primary education and in life. We aim to fulfil every child's potential through a commitment to the highest standards of teaching that actively motivates, challenges and inspires children as individuals.

Marking of pupils' work in all areas is therefore regarded as a regular means of formative assessment that is linked to the learning objective within a unit of work and ultimately, to the child's personal targets.

We aim to make marking a positive experience for the child. The marking should focus on what the child can do and help them to understand any mistakes, stating clearly the next steps for learning. Opportunities for children to reflect upon their learning, correct and then move on are integral to this marking policy.

### Purpose of Effective Marking

The main purposes of effective marking are:

- To provide clear feedback to children about strengths and areas for improvement in their work;
- To recognise, encourage and reward children's effort and progress;
- To focus on areas of learning where groups and individual children need specific help;
- To provide a record of children's progress;
- To establish progress towards set targets for literacy and numeracy;
- To inform planning and future learning; and
- To help parents understand strengths and weaknesses in children's work.

### Quantity of Work

#### Maths

Teachers should aim for an average of three pieces of work in Numeracy books per week unless a unit requires more practical teaching which will be highlighted in planning.

#### English

Teachers should aim for one extended piece of writing at the end of a writing unit approximately every 2-3 weeks, there should also be at least three writing tasks in books every week except for example where the focus is perhaps oral such as performance poetry or drama

activities. These tasks may relate to word or sentence level work in the build up to the larger piece of writing.

### **Marking Guidance**

#### **Maths & English**

Teachers should ensure that **all work including homework is marked** in one form or another. Not all pieces can be quality marked, teachers need to decide whether work will be acknowledged or given detailed attention, acknowledgement should always relate to the learning intention.

There should be one piece of work each week in KS2 in both subjects that is either marked by the pupil or through peer marking. KS1 will be building up to this by the end of year 2.

All adult marking should be in green pen this will enable a distinction between any adult and peer/self- assessment.

A minimum of one in every three pieces of work in a subject should be quality marked. Teachers should focus first and foremost on the learning intention and /or the improvement needs of the child.

When quality marking teachers:

- Highlight examples of where a child has met the learning intention and indicate clearly a focused comment linked to this, which will help the child improve their future learning. (A highlighter pen can be used to indicate examples of quality work (e.g. areas which specifically meet the objective, work which demonstrates good method/understanding).
- Spelling, punctuation and grammar could be highlighted.
- Symbols may be used as shorthand but children need to be clear what these represent.
- Children are given comments or probing questions to extend their thinking.
- Time is given for children to respond and the teacher may then make further comments so a dialogue is created.

Children should always be given time to read and respond to written feedback they should be encouraged to ask for clarification if they do not understand a comment to ensure they are clear about what next steps they need to take. Feedback should be presented in manageable chunks so that it is not overwhelming.

Where verbal feedback is given to the pupil as a form of assessment, 'VF' should be written in an appropriate place to indicate that the child has received verbal feedback during the lesson.

### **Marking and Feedback in the Early Years Foundation Stage**

In the Foundation Stage, marking and feedback strategies include:

- Verbal praise
- Stickers and stamps
- Written annotations, short and narrative observations
- Annotation of work and photos by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work or books.

### Other Subject Areas

Teachers should aim to evidence the work from their medium term topic plans. This will vary from subject to subject and could be in the form of either writing, diagrams, drawings or photographs.

In Performing Arts subjects such as PE, Art, Music and Drama teaching teams should use oral feedback to support children's learning and development, this should include opportunities for children to positively evaluate the work of their peer's performance. If written work is completed the principles of quality marking and feedback should be applied.

### Examples of 'Closing the gap' comments

The three types of comment for closing the gap between what pupils have achieved and what they *could* have achieved. These are:

- A reminder prompt, which it says is most suitable for "brighter" children and reminds them of what could be improved
- A scaffolded prompt, which it says is most suitable for children who need more structure. It could be a question, directive or an unfinished question
- An example prompt, which gives children options to choose from

### Reminder Prompt

Draws the learners' attention back to the learning intention.

E.g. Say more about... E.g. Explain why you think this...

### Scaffold Prompt

Draws the learners' attention back to the learning intention.

E.g. A question - Can you explain why... more about...? E.g. A directive - Please check you answers by ... E.g. An unfinished sentence - Suddenly the fierce tiger... The colours in the flag are...  
 $6+4=10$  so  $4+?=10$

### Example Prompt

Make suggestions, offer information, give a range of possible answers to choose from.

E.g. Choose one of these statements and/or create one of your own: George was unlucky because he tipped over Grandma's medicine before she drank it all. OR George had a lot of bad luck, particularly when he tipped over Grandma's medicine before she had finished it. E.g. Choose an adjective to describe the fire in your story - roaring, raging, flaming...

### Summary of Minimum Expectations for Marking & Quantity of Work

Subject Area	Minimum Expectations
English	<ul style="list-style-type: none"><li>• All work marked with at least one in depth every third which is quality marked.</li><li>• One piece of work each week marked by pupil or peer marking in KS2.</li></ul>

	<ul style="list-style-type: none"> <li>• Verbal Feedback during lessons identified by 'VF' symbol.</li> <li>• Positive comments linked directly to learning objective.</li> <li>• Points for 'next steps'. Opportunity for pupils to respond.</li> <li>• One extended piece of writing in Literacy books at least every 2-3 weeks, there should also be at least three writing tasks in books every week except for example where the focus is perhaps oral such as performance poetry or drama activities.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• All work marked with at least one in depth every third which is quality marked.</li> <li>• One piece of work each week marked by pupil or peer assessment in KS2.</li> <li>• Verbal Feedback during lessons identified by 'VF' symbol.</li> <li>• Positive comments linked directly to learning objective.</li> <li>• Points for 'next steps', questions to extend learning. Opportunity for pupils to respond.</li> <li>• An average of three pieces of Maths per week in books, unless a unit requires more practical teaching which will be highlighted in planning.</li> </ul>
<b>Theme</b>	<ul style="list-style-type: none"> <li>• All work marked.</li> <li>• Positive comments linked directly to learning objective.</li> <li>• Comments relating to presentation and handwriting.</li> </ul>

### Work Scrutiny

Work scrutiny will be conducted by the HT, assistant HT and subject leaders and governors on a regular basis. When conducting work scrutiny, the following criteria will be used to evaluate teacher marking in English, Maths Science and Theme books.

#### **Good standard of handwriting/presentation**

- Consistently applied (outstanding)
- Developing (secure)
- Emerging (Requires improvement)
- Not evident (inadequate)

#### **All work is marked with at least one in every three marked in depth quality marking highlighting good examples**

- Consistently applied (outstanding)
- Developing (secure)
- Emerging (Requires improvement)
- Not evident (inadequate)

#### **Appropriate feedback prompt included (reminder, scaffold, challenge)**

- Consistently applied (outstanding)
- Developing (secure)
- Emerging (Requires improvement)
- Not evident (inadequate)

#### **There is evidence of weekly peer and self- assessment.**

- Consistently applied (outstanding)
- Developing (secure)
- Emerging (Requires improvement)
- Not evident (inadequate)

**Expected frequency of pupil work recording.**

- Consistently applied (outstanding)
- Developing (secure)
- Emerging (Requires improvement)
- Not evident (inadequate)

**Verbal feedback is identified by VF and other agreed symbols used.**

- Consistently applied (outstanding)
- Developing (secure)
- Emerging (Requires improvement)
- Not evident (inadequate)

**Positive comments link directly to the learning objective**

- Consistently applied (outstanding)
- Developing (secure)
- Emerging (Requires improvement)
- Not evident (inadequate)

**Points for next steps are provided and responded to by pupils**

- Consistently applied (outstanding)
- Developing (secure)
- Emerging (Requires improvement)
- Not evident (inadequate)

**Differentiation on the same date is evident**

- Consistently applied (outstanding)
- Developing (secure)
- Emerging (Requires improvement)
- Not evident (inadequate)

**Progress over time is evident**

- Consistently applied (outstanding)
- Developing (secure)
- Emerging (Requires improvement)
- Not evident (inadequate)

# **Grewelthorpe & Fountains CE Primary Schools Federation**

<b>Policy:</b>	<b>Marking Policy</b>
<b>Signed Chair of Governors:</b>	
<b>Date Signed:</b>	
<b>Governors Meeting Ratified:</b>	<b>12<sup>th</sup> June 2018</b>
<b>Review Date:</b>	<b>Summer 2019</b>
<b>Review schedule</b>	<b>Annually</b>