

St Augustine's Federated CofE Schools: Primary



Marking Policy

We want all of our community to have equal opportunities to experience life in all its fullness (John 10:10). We encourage all community members to “be the best we can be” in every aspect of their lives as we grow in, and reflect on, the Christian virtues of Faith, Hope and Love (1 Corinthians 13)

Approved by the Governing Body	
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1. Introduction

Marking is an essential part of the assessment process and reflects the school vision of enabling every child 'to be the best they can be'. Research by the Department for Education (DfE) and Education Endowment Foundation (EEF) around effective marking has shown that marking which consolidates learning and moves children on has a significant impact on raising achievement. Effective marking provides important feedback to pupils and helps identify children's misconceptions or gaps in learning.

All marking should be driven by professional judgement and be 'meaningful, manageable and motivating' EEF (2016)

We therefore aim to have a consistent, age-appropriate approach towards marking procedures used by teachers across the school.

Our aims in developing this policy are to:

1. Ensure that we have a consistent age-appropriate approach towards marking and feedback.
2. Make the purposes of marking clear.
3. Establish how and when marking is to be carried out.
4. Explain how marking will be monitored and evaluated.

2. Aims:

At St Augustine's CE Primary School, we mark children's work and offer feedback in order to:

- show pupils that we value their work and encourage them to do so
- improve a child's confidence, self-esteem and aspirations through the use of praise and encouragement
- recognise and celebrate effort and achievement
- provide constructive, accessible feedback to children about the extent to which they have met the learning objectives for the lesson and/or individual targets
- identify and address misconceptions and mistakes
- assess and monitor children's learning to inform future planning
- encourage and involve children in reflecting on their current learning and setting targets for future learning

- model and develop children's ability to peer and self-assess
- develop a dialogue between staff and children so that they are motivated to continue learning and know what they need to do next to move on
- enable children to understand how they can improve their work

3. Marking and Feedback Guidelines

Effective marking and feedback should acknowledge pupils' work, check the outcomes against learning objectives and inform teachers and pupils of their next steps in learning. This should ensure that teaching builds upon what has been learned. It is the means by which our pupils understand what they have achieved and what they need to work on, with the primary aim of driving pupil progress.

Marking and Feedback expectations:

- Marking should be used regularly to inform children of the strengths in their work and what they need to do next to improve.
- Where appropriate, children should be given the opportunity to evaluate their own work before marking.
- The marking should always reflect the learning objective and/or the child's learning targets.
- Whenever possible, marking and feedback should be provided 'in the moment' and involve the child directly in order to address misconceptions. It may be verbal or written. The younger the child, the more important it is that the feedback is verbal and immediate.
- If 'live' marking is not possible, it should be done before the next lesson in that subject.
- Common misconceptions/errors that have been made by a number of children should be dealt with immediately during the lesson, not through individual written comments. Where common misconceptions have been identified through marking after the lesson, they must be addressed with the class during the next lesson.
- Marking should enable pupils to see that they learn by mistakes as well as successes.
- The child must be able to understand clearly the next step required of them and be given time to read and respond to it before starting subsequent work.
- Teachers' written comments should be neat, legible and written in green pen.
- LSA's written comments should be neat, legible and written in purple pen.

Marking and Feedback in the Foundation stage:

In the Foundation Stage, marking and feedback strategies include:

- Verbal praise and feedback
- Stickers and stamps
- Written annotations
- Notes of learning observed
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their work or play

Marking and Feedback in Years 1-6:

- Whenever possible, marking and feedback should be provided 'in the moment' and involve the child directly in order to address misconceptions. It may be verbal or written. If verbal feedback has been given, teachers should write 'VF' next to the piece of work
- In English and maths, one piece of work should be 'next step' marked each week. In English, this will be one extended piece of writing at the end of the imitation, the innovation and the invention stages
- Teachers will use their professional judgement to inform the frequency and use of next step marking in wider curriculum subjects, science and RE, but teachers are expected to 'next step' mark at least one piece of work each half term

Procedures for focused next step marking

- Use a yellow highlighter to indicate up to three sections of work where the child has achieved the learning objective/met the success criteria, or achieved an individual target
- Use a green highlighter to identify an area that the child needs to correct or improve to move on in their learning. This may indicate where the child:
 - has not met the learning objective
 - has demonstrated a misconception
 - how the child can make the work even better
- Teachers should make a positive comment about the work e.g., 'Good use of adjectives'
- The next step should be written in green pen and pupils must be given an opportunity to read and respond to the comment at the start of the next lesson. Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking (EEF, 2016)
- When marking written work, teachers use the Marking Symbols (EYFS/KS1) or the Editing Code (KS2) to move children on in their learning (See Appendix 1)
- Comments on presentation must be specific e.g., 'One number to one square'
- When appropriate, children will peer mark. This should be done with a black pen (KS2) or blue pen (KS1)
- Careless mistakes should be marked by simply marking the mistake as incorrect, without giving the right answer
- Errors resulting from misunderstanding should be best addressed by providing hints or questions which lead pupils to identifying and correcting the misconception

Self-Assessment

Children reflect on their own learning experience during and at the end of the lesson with prompts such as the learning objective, success criteria and questioning from adults and peers. Learning should be regularly self-assessed by children in the following way:

- reflective comments about their learning
- responding to marking comments
- assessing against the success criteria
- marking their own work using the editing code

Peer Marking

There will be occasions when children will mark each other's work and they will do so using the learning objective, the success criteria and the editing code and. Each key stage supports this process appropriately. Children will be encouraged to evaluate the work of their peers positively and provide suggestions for improvement. Any changes should be made by the child who completed the work. Learning should be regularly peer-assessed by children in the following way:

- marking a peer's work using the editing code
- assessing against the success criteria
- verbal feedback including suggestions for improvement

4. Monitoring

- The Senior Leadership Team and subject leaders will monitor marking in children's books at least once a term. Feedback will be given during staff meetings and individual feedback may be given where necessary

5. Responsibilities

Class teachers are responsible for:

- ensuring that the marking guidelines are adhered to;
- ensuring that children are given time to respond to marking

Subject Leaders are responsible for:

- monitoring exercise books in their subject area and providing feedback (written or verbal) where appropriate.

The Assessment Co-ordinator is responsible for:

- providing guidance and support to colleagues in all aspects of formative assessment;
- arranging, in partnership with subject leaders, meetings to discuss the results of monitoring exercises;
- keeping up-to-date with all aspects of marking including government directives, and disseminating this information to colleagues.

The Headteacher is responsible for:



- Taking overall responsibility to see that all forms of formative assessment, including marking, are properly carried out.

6. Links to Other Policies

- Assessment Policy
- Equal Opportunities and Diversity Policy

Appendix 1: Marking Guidance

St Augustine's CE Primary Editing Code (KS2)

Mark	Means
Sp 	Spelling mistake. Find the incorrectly spelt word and try the spelling again  Try to spell this word again
Cap	Capital letter Find the missing or misplaced capital letter.
P	Punctuation Put in the missing punctuation or change wrongly used punctuation. For example: Find the missing, or wrongly used, full stop. Find the missing, or wrongly used comma.
//	New paragraph Write // where the paragraph should begin
/	New sentence Write / where the new sentence should be
^	Add in the word or the point that you forgot to include
Yellow highlighting	Well-written or imaginative writing that meets the WILF
Green highlighting	You need to do something to improve this part

Where is the mark?

In the margin – means you can find the mistake somewhere in that line

In the margin with part of the work underlined – means the mistake is in the underlined part

In the margin, next to a pen line – means you find the mistake somewhere in this section

Procedures for using the whole school editing code

1. Pupils should be given the opportunity to check their work, using the editing code as a guide, before the teacher marks it.
2. Teachers should mark selectively to avoid overloading pupils and to focus attention. As a general rule, no more than 3 types of editing mark should be used in a piece of work, including highlighting.
 - Choose features for marking where pupils can generalise from the marking.
 - Focus on skills which coincide with the learning objective and purpose of the work.
 - Ensure marking is appropriate to the needs and ability of the pupil
3. Set pupils a target for improvement and try to ensure that targets are progressive.
4. When work is returned, pupils should be given sufficient time to correct their mistakes, in a different colour.

Correcting Spelling

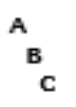







When identifying spelling mistakes, choose from the following types of mistakes:

- High frequency words
- Words that conform to spelling rules or patterns
- Repeated spelling mistakes
- Subject / topic spellings

Pupils Responding to Marking (DIRT – Dedicated Improvement and Response Time)

Providing pupils with opportunities for self-correction and redrafting is highly effective in raising achievement. Research proves that 'Learning from your mistakes' is one of the most effective ways of making progress.

St Augustine's CE Primary Editing Code (EYFS and KS1)

							
Capital Letters	Full Stops	Finger Spaces	Writing on the line	Sounding out words	Good letter writing	Say your sentence first	Reread your work