OTTERHAM C P SCHOOL



Marking Policy

November 2020

Otterham C P School Policy Review

This policy will be reviewed in full by the Governing Body on a yearly basis.

The policy was last reviewed and agreed by the Governing Body on: November 2020

It is due for review on: November 2021

Head Teacher _____ Date _____
Helen Ward

Chair of Governors _____ Date _____
Julian Elson

Introduction

At Otterham Primary School we want all children to make good or better progress and develop positive attitudes to their learning. 'Assessment for Learning' is central to children recognising and achieving their potential.

Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.

The following policy outlines the key issues that ensure the teachers and the children at Otterham Primary School achieve high standards and have ownership over the learning and teaching that takes place within the school.

Aims

The intention is for Assessment for Learning (AfL) to occur in everyday lessons. AfL improves learning and raises standards. The way teachers mark and give feedback to pupils is central to the process.

The key characteristics of Assessment for Learning

1. **Explicit Learning Objectives / WALT**
2. **Success Criteria / WILF (eg Literacy Toolkit)**
3. **Questioning**
4. **Feedback**
5. **Marking**
6. **Adjusting teaching to take account of results**

1. **Explicit Learning Objectives**

Effective learning takes place when learners understand what they are trying to achieve and why it is important – 'the bigger picture'. It is therefore important that pupils know the learning objective to the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective.
Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson intention. **The learning objectives will focus on learning not activities**

2. **Success Criteria**

Developing success criteria to achieve the learning objective will help provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues. Success criteria can be generated by the teacher, but it has been recognised that where children together generate their own success criteria to meet a learning objective they gain more ownership over the learning with positive results. We recognise that on occasions there is no need for more than 1 or 2 success criteria and to be most effective, a limit of no more than 5. **Feedback against the criteria frees children from personal discouragement.**

3. **Questioning**

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking. Asking questions raises issues; from this the teacher builds up knowledge and information about the children's understanding and misconceptions. Time needs to be invested in framing key questions to use during the demonstration and modelling part of the

lesson to ensure learning progresses. Key questions, including ***prompting, promoting and probing*** questions, are recorded in teacher's medium or short term planning. **Wait or 'thinking' time is essential** to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of '**talk partners**' where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning.

4. Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning as well as responding appropriately to the mistakes that they make. Teacher's feedback will provide pupils with the information they need to achieve the next step and make better progress. Feedback will always be constructive and sensitive because **any assessment has an emotional impact**.

Feedback that comments on the work rather than the child are more constructive for both learning and motivation. The following are a number of ways feedback can be given:

Oral

- Most regular and interactive form of feedback.
- Focus on being constructive and informative to help pupils take the next steps in their learning
- Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said)
- Whole class or group marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling
- Opportunity to model the language pupils can use when responding or giving feedback to others
- Developmental feedback- recognise pupils' efforts and achievements and offer specific details of way forward.
- Emphasise the learner's progress and achievement rather than failure.

Self assessment

We will encourage pupils where possible to self assess their work. Either a tool kit or a smiley face are used to assess.

Peer assessment

Children can mark their own work against success criteria and on occasions can be involved in shared marking. This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible.

5. Marking

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment – including self-assessment. Marking will encourage learners to be aware of how and what they are learning. The emphasis in marking will be on a child's achievement and what the next steps need to be in order for the child to further improve. These improvements will link to targets set for individuals, groups or the whole class. Marking will encourage the learners to be equally aware of '**how**' and '**what**' they are learning.

Key principles and guidance for marking:

- ✓ Establish ground rules on presentation and setting out and display these. Comments should be made if not followed.
- ✓ Marking is only of value if comments are read and responded to.
- ✓ All work marked by a member of staff should be in green when identifying positive aspects and in pink when highlighting areas to work on.
- ✓ Work marked by someone other than the class teacher should be initialled.
- ✓ Work marked and edited by the children should be their 'purple polishing pen'. Pupils should be encouraged and trained to mark their own and other's work where they highlight success and improvement.
- ✓ In depth marking will be completed at least weekly in maths and in literacy. Marking must be manageable and not all pieces can be quality marked. Regular and frequent written feedback will be given to children in an appropriate way for their age and ability. Any work that is distance marked should be written in child friendly language. Comments should model the handwriting policy.
- ✓ All marking will be positive, informative and constructive and comments must relate to the LO and the SC. Only give feedback on what children were asked to pay attention to.
- ✓ Maths and other closed tasks should be marked with a tick or a . put next to incorrect answers. Children should be encouraged to leave incorrect answers and not rub them out.
- ✓ Marking in literacy should include a tick where the child has written best aspects against LO and in Next steps indicate an area where some improvement needs to be made. Information needs to be given as to how the child can close the gap.
- ✓ Spelling corrections should be limited to the words the child should know and a maximum of 3 spelling mistakes marked with sp. The child will then correct or write the word 3 times. Some other words may be correctly spelt in margin. Edited with purple pen?
- ✓ Punctuation marks relevant to the child's National Curriculum levels will be marked. Punctuation mistakes will be inserted where omitted and circled where wrong.
- ✓ Time should be given to pupils to correct, redraft, edit, add and respond.
- ✓ Children should evaluate their work using the tool kits or faces.
- ✓ Marking will inform teachers' judgements on how a child is progressing in relation to the whole class, National Curriculum levels of attainment and the child's individual ability and will be used to inform teachers' records and reports to parents.

6. **Adjusting teaching to take account of results**
Pupil feedback and marking will be used to inform future planning. Annotations on plans will be used to record assessments made.

7. **Response to marking**
All pupils to be taught to respond to marking.

EYFS / YR1

Marking

Staff will mark towards appropriate success criteria

✓	part / some of success criteria met
✓✓	success criteria met
CT	Class Teacher aided
I	Independent
TA	TA to initial
VF	Verbal feedback given
C	Capital letters and full stops needed
~	Spelling – with correct spelling given
W	Used a whiteboard
NS	Next steps

Success criteria may be highlighted to show next steps (NS) or a specific comment made.

CLASS 1 & 2

English

Sp	Spelling mistake
C •	Capital letter or full stop needed
	Highlight LO Green + pink
//	New paragraph

Maths

✓	Correct
•	Mistakes

ALL

NS	Next steps – will be in pink – don't use a symbol?
☺	Positive comment made alongside "green"
S	Supported
I	Independent