



Shottery St Andrew's Primary School Marking Policy

This policy should be read in conjunction with the school's assessment policy.

Last review 2015

Purpose of Marking

Assessment for Learning

"If we think of our children as plants.. *summative* assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but, in themselves, they do not affect the growth of the plants. *Formative* assessment, on the other hand, is the gardening equivalent of feeding and watering the plants – directly affecting their growth." Shirley Clarke

'Unlocking Formative Assessment'

At Shottery we want every pupil to be able to make the best progress possible. In order to achieve that and to ensure pupils engage, achieve and are motivated we ensure

- Lessons provide an appropriate level of challenge
- Pupils relate to their own learning
- Feedback is informative and encouraging, providing steps for improvement.
- Parents are aware of and informed about the school's marking policy

We incorporate key aspects of Assessment for Learning in our planning and practice:

- Clear learning specific intentions and success criteria which are shared with our pupils. ***NB: where an LI is stuck or written at the end of a piece of work, children will always have been made aware of the***

intention at the start of the lesson and it will be displayed on the board throughout.

- Effective questioning used by teachers and teaching assistants
- 1. Effective feedback both written and oral which relates to the given objectives
- 2. Pupils involved in self-evaluation
- 3. New targets and planning which reflect prior attainment

Teacher's marking guide

1. Mark to the learning intention
2. Put learning to the forefront so that pupils can see how to improve their work.
3. Make it clear *how far* the learning objective has been achieved.
4. Show how the goal might be reached.
5. Give time for children to absorb marking.
6. Expect children to act upon marking.
7. Use colour coded highlighters to indicate whether an LI has been achieved (green-achieved, yellow-almost there, red-not achieved)-***NB: sensitivity will be shown to children whose LI has been highlighted red and a success will wherever possible be identified to maintain self-esteem.***
8. Marking pens should follow **Green for Great** for areas of success and **Red for review and revise** for areas to be developed
9. Where pupil has received oral feedback please indicate with a stamper.

Key features of sharing learning intentions

1. Make it an expectation.
2. Separate the learning intention from the activity instructions.
3. State the learning intention (*'We are learning to...'*), then activity, then together create success criteria.
4. Ask *'How will we know we've achieved this?'* in order to involve them in creating success criteria, if they can.
5. Ask children to repeat it, or read it back to you.
6. The power of visual image – get learning intention and success criteria displayed – perhaps *'We are learning to'* and *'We'll know we've achieved it because...'* or *'so we need to...'* or similar.
7. *Fluent* writers write the learning intention as the title, alternatively use a photocopied strip to stick in books or incorporate as part of worksheet.

Key features of effective feedback

Effective feedback is feedback both from the child to the teacher and from the teacher to the child. It is important to note that effective feedback need not be in a written format, indeed some pieces of work for display or special purposes will not be annotated as this would detract from the value of the work.

1. Effective feedback consists of information about the learning intention of the task, pointing out success and improvement needs against the learning intention.

2. Limit the task demands and subsequent feedback: give feedback only about what children were asked to pay attention to – do not give feedback on what they were not
3. Ask children to focus on one factor at a time rather than all at once. Focus on spelling in other contexts releasing children from spelling as a constant criterion – children spell correctly when they know how to spell a word, not when they don't. ***NB: In marking a story teachers will always comment on points of grammar and spelling applicable to the child.***
4. When books are marked away from the pupil make sure they can read it, make sure they can understand it and give set lesson time for children to read it.
5. Use colour coded marking and mark against the learning intention for accessibility and manageability
6. In English children are trained to draft and edit work, this may, where appropriate, be supported by a teacher or teaching assistant, in a one to one or small group context.

Agreed Procedures in maths

Class 3

(R)

The LI will be shared simply with the children and displayed in a child friendly manner in the classroom. Any sheets or written recording will be marked alongside the child and feedback given orally.

(Y1,2)

All worksheets will have the Learning Intention (LI) written on them, this will be highlighted as part of the teacher's feedback to indicate achievement. The LI will also be shared orally with pupils, displayed in the classroom and shared with parents. Marking stamps are used to provide pupils with a further indication of how well pupils have achieved, this system is well understood by the children.

Set 2

The LI is shared orally with the class, displayed in the classroom and in pupils' books and the marking comment refers back to this. The LI is highlighted as part of the teacher's feedback. The pupils complete their own self evaluation at the end of unit (a unit may comprise of more than one day's work).

Set 1

Each child is given a daily LI, at the end of a piece of work each pupil is expected to complete their own feedback. When the teacher marks the work the LI will be highlighted to indicate achievement and a further comment relating to the LI will be written.

Agreed procedures in English

Class 3

(R)

The LI will be shared simply with the children and displayed in a child friendly manner in the classroom. Any sheets or written recording will be marked alongside the child and feedback given orally.

(Y1/2)

The LI is shared orally with the children and displayed in the classroom. Any worksheets will have the Learning Intention (LI) written on them, other work has the LU in a written form added to the page. These are highlighted as part of the marking policy. Marking stamps are used and understood by the children. Oral feedback is also given and some written comments may be added as appropriate.

Class2 (Y2/3/4/5)

The LI will be shared orally with the class and displayed on the board. Children will then either write this in their books or will be given a photocopied slip. At the end of a block of work or unit pupils will complete their own self evaluation. At least one marking comment will relate to the LI, although spelling and grammar will also be addressed. In some circumstances daily Learning Intentions will contribute to an overarching target.

Class1 (Y5/6)

The LI will be shared orally with the class and displayed on the board. Children will then either write this in their books or will be given a photocopied slip. At the end of a block of work or unit pupils will complete their own self evaluation. At least one marking comment will relate to the LI, although spelling and grammar will also be addressed. In some circumstances daily Learning Intentions will contribute to an overarching target.