St Breward CP School

Marking Policy

September 2022

Head Teacher   _____   Date _____

                                Helen Ward

Chair of Governors   _____   Date _____

Introduction

At St Breward Community Primary School we want all children to make good or better progress, develop positive attitudes to their learning and experience success. '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 St Breward Community 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 (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 3. **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

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lesson to ensure learning progresses. **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, smiley face or a thumbs up 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 for great and pink for think (maximum of 3 improvements). Children will respond to marking with a purple pen, they will also edit with a purple pen.

✓ Work marked by someone other than the class teacher should be initialled.

✓ Work marked by the children should be in a contrasting coloured pen (purple). Pupils should be encouraged and trained to mark their own and other's work where they highlight success and improvement.

✓ Marking must be manageable and not all pieces can be quality marked. Regular and frequent feedback will be given to children in an appropriate way for their age and ability. Any written comments model the handwriting poliy.

✓ 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 . put next to incorrect answers. Children should be encouraged to leave incorrect answers and not rub them out.

✓ 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.

✓ Punctuation marks relevant to the child's age related expectations (ARE) will be marked, an indicator will be placed at the end of the line so that the child can self edit.

✓ Time should be given to pupils to correct, redraft, edit, add and respond.

✓ Children should evaluate their work using the tool kits or thumbs.

✓ Marking will inform teachers' judgements on how a child is progressing in relation to the whole class, ARE 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 in accordance with 'Assessing Pupil Progress' guidance.

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

EYFS marking

Staff will mark towards appropriate success criteria

LO   **Learning O**bjective – sticker in book/written in book/on display
✓   Some/all of success criteria met. The work is correct and has been seen.
.   Incorrect (maths usually) and will be corrected with child.
AS   Adult supported
I   Independent
G   Guided
V   Verbal feedback given

Seahorses

LO   Learning Objective – Sticker in book/written in book/on display

Sp___ Spelling mistake

◯   Grammatical/punctuation error

^   Missing word

✓   Success criteria met

V   Verbal feedback given

AS   Adult supported

G   Guided

✓   Correct

•   Needs correcting

☺   Positive comment made alongside

I   Independent

E   Extended Task

😊 Children use a thumbs up, middle, or down for self-assessment to indicate how they feel they have done

Dolphins

LO   Learning Objective – Sticker in book/written in book/on display

Sp___ Spelling mistake

^   Missing word

✓   Success criteria met

//   New paragraph

VF   Verbal feedback given

H   Help given

✓   Correct

•   Incorrect

Missing punctuation marks recorded on end of line for children to have a change to self-correct