Carnalridge Primary School

Marking Policy

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The purpose of marking and providing feedback is to further the learning of every child.

Introduction

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with this policy and to apply it consistently.

It is important to provide constructive and specific feedback to children, focusing on success and areas for improvement against learning intentions. This enables children to become reflective learners whilst being given advice on how to close the gap between their current achievement and the next steps in their learning.

Effective marking aims to help children learn; its aim should not be to find fault, but to guide a child forward in his/her learning. Marking allows the teacher to show that a child's work is valued and that there has been an audience for the work. Children should know that it is acceptable to make mistakes – making mistakes is one of the ways we learn. Mistakes should be corrected where appropriate, <u>but not erased</u>.

Principles that guide Carnalridge Primary School's approach to marking

Marking and feedback should:

- *be specific, relate to the learning intention and comment on previous attainment within the context of the learning intention;*
- *be linked to the success criteria specified and agreed upon by teacher and pupils;*
- *give recognition and praise for achievement and clear strategies for improvement;*
- *be manageable for teachers and accessible to children;*
- *allow specific time for children to read, reflect and respond to marking;*
- *relate to personalised learning and respond to individual learning needs, marking face to face with some;*
- *inform future planning and group target setting;*
  use consistent codes across school;
- *ultimately be seen by children as a positive approach to improve their learning.*

How we mark children's work

Children's work needs to be marked in a colour that can be clearly seen. Marking should be neat and ticks should be placed above/near elements which reflect success criteria and learning intentions. Ticks should be appropriately sized so as not to obscure children's work.

The school uses the following forms of marking and feedback:

Oral Feedback
It is important for all children (especially younger children and those with special educational needs) to have oral feedback from the adult working with them. The adult should initially talk to the child about how he/she has met the learning intention and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. The teacher should write 'T' in a speech bubble or use a stamp which says 'oral feedback' to acknowledge where the feedback has been directed.

Summative Marking/Feedback
This usually consists of ticks, dots, underlining or circles and is associated with closed tasks or questions where the answer is either right or wrong. On occasions, this can also be marked by the children (depending on age), as a class or in groups.

Formative Marking/Feedback
Quality Marking
Not all pieces of work can be marked in great detail. Teachers need to decide which pieces of work will be given detailed attention.
Feedback should focus first and foremost on the learning intention of the task. The emphasis in marking should be on success and improvement needs against the learning intention. Focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved (e.g. 'What else could you say about the prince?', 'Say something about the prince's personality?', 'Try one of these words: handsome, elegant, arrogant').
When marking children's writing, codes can save time and make the feedback more accessible to the child. The marker should highlight three things (maybe two or even one for younger or less able children) which are best against the learning intention and put an asterisk where improvement against the learning intention could take place, including a 'closing the gap' comment. Where codes are inappropriate, success and improvement should be pointed out verbally or in written form. Useful closing the gap comments are:

- *A **reminder** prompt*
  'What else could you say here?'
  *A **scaffolded** prompt*
  'What was the dog's tail doing?'
  'The dog was angry so he…'
  'Describe the expression on the dog's face.'
- *An **example** prompt*
  'Choose one of these or your own:
  He ran round in circles looking for the rabbit
  The dog couldn't believe his eyes!'

Secretarial Features
Spelling, punctuation and grammar should not be marked in every piece of writing. Children cannot effectively focus on too many things in any one piece

of work. However, appropriate elements and those which have been taught should be highlighted; for example, if the children have been focusing on verbs in the past tense in a recent lesson and a mistake is made in independent writing, then this should be pointed out to the child. In Foundation and Key Stage One misspelt high frequency words are highlighted for the children.

An effective use of the lesson plenary is to focus in on specified elements from the success criteria which the children can check at the end of a task. Specific time should be allocated to this rather than merely 'trying to find time' at the end of a session. Children do not learn how to spell from adults correcting their errors. Children can be asked to correct a certain number of spellings (using a dictionary, not guessing) if the teacher has indicated where mistakes have been made.
Children should only be given feedback about the elements that the teacher has asked them to pay attention to. This means that some aspects of a piece of work may be uncorrected, but all aspects will be addressed over time through specific learning intentions.

Self-marking
Children should self-evaluate wherever possible. The shared learning intentions and success criteria form the basis for a child's focus for self-evaluation. Children can identify their own successes and look for improvement points. The plenary can then focus on this process as a way of analysing the learning.
In Foundation Stage the children will be asked to put a heart beside something they are pleased with.

Shared Marking
Using a copy of a piece of work a child has completed in another class or during the previous year to mark as a class models the marking process and teaches particular points at the same time.
Another strategy is to show two pieces of work with the same title and discuss their differences.

Paired Marking
Before the ends of lessons, children should sometimes be asked to mark narrative work in pairs. The following points are important…
Paired marking should not be introduced until KS2, unless the teacher feels the children are ready;

- Children need to see paired marking modelled and be trained to do this;
- Ground rules (e.g. listening, interruptions, confidentiality etc) should be agreed and displayed in the classroom;
- Children should, alternately, point out what they like and then suggest ways to improve the piece;
- Pairings should be ability based;
- Encourage a dialogue between the children rather than taking turns to be the 'teacher'.

Written Feedback:

Foundation Stage *teachers will:*

- *Tickled pink (Teacher's really pleased).*
- *Green for growth (Room for improvement).*
- *Learning intention achieved.*
- *Working towards learning intention.*
- *Learning intention not yet achieved.*

Key Stage 1 *teachers will:*

- *Use green and pink highlighters to indicate 'tickled pink' (learning intention met) and 'green for growth' (area to develop).*
- *Write any necessary feedback to enable improvement in green pen.*
- *Use 'two stars' (learning intention met) and a 'wish' (area to develop).*
- *Learning intention achieved.*
- *Working towards learning intention.*
- *Learning intention not yet achieved.*

Key Stage 2 *teachers will:*

- *Use 'two stars' (learning intention met) and a 'wish' (area to develop)*
- *The above will be included in individual targeted success criteria in writing.*
- *Learning intention achieved.*
- *Working towards learning intention.*
- *Learning intention not yet achieved.*

Specific Marking Code

This code should be clearly displayed in the classroom and used consistently by teachers and classroom assistants.

- *Absence or inappropriate use of capital letters should be circled;*
- *Any spelling mistakes the marker wants addressed should be indicated with an 'sp'.*
- *Absence or incorrectly used punctuation should, when appropriate be indicated by a circle.*
- *Corrected work should be indicated with a 'c' and a tick.*
- *Double oblique lines // or an arrow should be used to indicate where a new paragraph should go.*
- *Missing words are indicated by a ^ showing where to insert the word.*
- *When work contains numerous errors, the teacher should select appropriate ones for correction.*
- *Verbal feedback is marked by a T with a circle around it.*

Maths

Incorrect work should be indicated by a dot and children given the opportunity to correct their error. Corrected work should be indicated with a 'c' and a tick. When work clearly shows a lack of understanding, written or verbal feedback should be given. Children need to be given time to respond to this marking and this should be reflected in the planning of the subsequent lesson. In order for the marking to be formative, teacher comments must be seen to be used and acted upon by the children. Such improvements need to be acknowledged. A tick and the teacher's initials or a brief comment are sufficient.

Implementation

This marking policy has been written in consultation with the SLT staff of Carnalridge Primary School. It will be updated as necessary and all members of staff are responsible for its implementation.