

A decorative graphic on the right side of the page. It features three blue circles of different sizes. A thin blue line starts from the top left, passes through the top-left edge of the largest circle, and then continues down to the bottom-left edge of the medium-sized circle. Another thin blue line starts from the top right and extends diagonally down towards the bottom right, passing near the medium-sized circle. A third thin blue line starts from the bottom right and extends diagonally up towards the medium-sized circle. The bottom right corner is partially covered by a large, light blue circle.

Whartons Primary School Marking Policy

Date of Policy: **January 2017**

**Member(s) of staff
Responsible:** **Mrs Gomes**

Review Date: **January 2018**

Aim:

- To contribute to pupil achievement, self-confidence, pride and ownership of their work;
- To have consistent and manageable practices;
- To use marking and feedback to inform assessment;
- To encourage opportunities for both self and peer assessment;
- To provide frequent feedback of a consistently high quality;
- To ensure all children value and act upon marking feedback given;
- To promote an 'active learner' where children willingly aim to improve their work following marking feedback.

Principles of marking and constructive feedback:

The key purpose of marking and feedback is to support the child in their learning journey. Marking and feedback should:

- recognise, encourage and reward the child's effort and achievement, and celebrate success;
- be directly linked to the learning objective/success criteria;
- be meaningful to the individual child;
- give clear indicators of the next steps in their learning;
- be part of an ongoing dialogue with the staff and the child;
- encourage the children to reflect on their learning;
- inform assessment and future planning.

A positive attitude will be created at all times in open discussions. In order to encourage and avoid destroying a child's confidence, teachers will avoid marking every single mistake; instead, teachers will select the most relevant mistakes for the child's future reference. Marking should be sensitive to the needs of the child. The school recognises that marking needs consistent application, but that responses must cater for the developing needs of the children. Marking should encourage children; therefore teacher response is very important. Marking should help pupils avoid repetition of mistakes, rather than just drawing attention to errors and correcting them for the pupil. Not every mistake needs to be corrected (especially in independent writing), as this may be counter-productive to a child's motivation. All children are encouraged and reminded to self-correct. High standards of grammar, punctuation and presentation are encouraged and mistakes are corrected as appropriate to the child's age and development. With this in mind, there are various methods the teachers employ when marking their children's work.

Codes and symbols:

Day-to-day marking will involve the use of the following codes:

└┐ Next steps

word You met the LO/SC here (Tickled Pink- see section below)

word You need to work on this more next time (Green for Growth- see section below)

Other comments will be identified through the following symbols:

Λ	A word is missing
why.()	Check punctuation
?	What do you mean?
ⓧ	Target met (see section below) or stamp given (KS1)
<u>whent</u>	Incorrect spelling
//	New paragraph needed
/	New sentence needed
✓	Correct answer
HP	House Point given
Pre/post	Pre or post learning

Feedback:

At The Whartons Primary School we embrace the principles of assessment for learning (AfL) which involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

One key characteristic of AfL is using marking and feedback strategies. Sharing learning objectives and success criteria should provide the focus for feedback from teachers as well as peer and self-assessment. Learners need information and guidance in order to plan next steps in their learning.

Written Feedback:

Quality marking is the key to enabling children to understand their own achievements and to know what they need to do next to make progress. Marking will provide positive feedback and promote high expectations and progress linked to the main learning objectives, their targets or the key performance indicators/objectives for their year group.

With the above in mind, all classes now have 'Target Time' which is a session slot at the beginning of lessons where children can read and respond to teachers or peer feedback from the previous lesson. During Target Time the teacher works with a different focus group each day and reviews the week's progress; engaging in learning conversations with children about their next steps.

'Tickled Pink' and 'Green for Growth'

Work in across all curricular areas will be marked using green and pink highlighters where appropriate. Work in pink will be examples of where the children have met the LO/SC and work in green will be areas that could be improved upon by the children. Teachers will always aim for more pink than green on a piece of work. Children have time to reflect upon the areas in green during Target Time. Pink and Green can also be used in UKS2 for children when peer and self-assessing their work (although this will be modelled first by the teacher to embed the process).

Next Steps

On most pieces of work, across the curriculum, or work where Tickled Pink and Green for Growth has not been used, a steps symbol will be used to identify next steps for the child's progression. This may be an up-levelled

question, a question similar to the task to ensure understanding, a suggestion for improvements, a short task to re-write certain sections etc.

Target Cards

Children throughout school have a literacy and numeracy target card that are kept in their respective books. Each card has a table on the back with space to write targets and 3 boxes to tick and date when these have been achieved. Children will have at least one target in progress at each time, although this can be more. Where a teacher has seen examples of the target being met in a particular piece of work, a 'T' in a circle will be used and a tick and date will be written on the target card. If a child feels they have met a target they can use this symbol too and discuss with the teacher if they agree the target has been met. Once a specific target has been met on 3 separate occasions, a new target will be set by the teacher to develop their learning further. These could be taken from key performance indicators/objectives in maths and literacy to focus on working towards the next level. Target cards should be in constant use in class and referred to regularly by teachers and children. Allowing children to use the symbol encourages them to reflect on their work and their learning, and ensure they are constantly striving to achieve more. In KS1, stickers are also used on a chart to highlight when a child has met a target.

How will we measure our success?

- Children will have a more clear idea of their next steps and how to achieve them.
- Children will have more ownership of their learning and be more motivated during lessons.
- Children will value teachers' marking more and it will be more meaningful to them
- Children will take more risks and push themselves to achieve more.
- Children's self-esteem will rise as they find it easier to achieve success.
- Teachers' time and expertise will be used more effectively.

Other aspects

- Teachers should write in blue or black pen. Purple pens can be used by the children when doing self or peer assessment
- All work should be dated with a clear LO and underlined
- Pupils should always be aware of a Success Criteria or expectations and work should be marked against these
- Targets should be clearly identifiable

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