

THORPEPARK

MARKING POLICY

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date
Caroline Knight	LGB	March 2019	3	March 2020
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Marking policy



Aims

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:

- *Marking is only of value if comments are read and responded to.
- *All work marked by a member of staff should be in green.
- *Live marking is essential to give live feedback to the child.
- *Teachers and TAs understand it is a school expectation that they will mark children's work.
- *Work marked by the children should be in a contrasting coloured pen. Pupils should be encouraged and trained to mark their own and other's work where they highlight success and improvement. BDSS+ statements should be used by the children for self-assessment.
- *Stickers to be used and highlighted by teachers or TAs. Stars to be used for children who have achieved something additional to the learning objective. Wishes are to be given where appropriate e.g. if the child is assessed as B or D then a wish could be given to help move them to secure. Challenge questions can be given to deepen the child's knowledge.
- *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 and follow the marking code below.

Marking code

VF	Verbal feedback given
HW	Letter formation/Handwriting
 or I	Finger spaces
CL	Capital letters
. or 	Full stop or other punctuation needed or circled if used incorrectly.
^	Word missed out
//	New paragraph needed
Sp	Spelling

Stamps may be used to show working in a group with a teacher, with a teaching assistant or independently.

- *All marking will be positive, informative and constructive
- *Comments should model the handwriting policy.
- *Maths and other closed tasks should be marked with a tick and a ?/. put next to incorrect answers.
- *In mathematics (especially during calculations) children should be encouraged to leave incorrect answers and not rub them out.

*Any calculations, sentences etc that need to be corrected should be indicated in 'Next Steps' comment where appropriate.

*Marking in English should highlight where the child has not met the LO and in Next steps (wish) indicate an area where some improvement needs to be made. Information needs to be given as to how the child can achieve the wish.

Useful 'wishes' are:

Reminders - What else could you say here?

Scaffolds – What was the dog's tail doing? The dog was angry so he.....! Describe the expression on the dog's face.

Examples – Choose one of these – He ran around in circles looking for the rabbit/ The dog couldn't believe his eyes.

*Marking spellings

- KS2- children to find their own spellings
Don't give the child 3 spellings at the bottom
- Year / Step 5/4- given spellings to copy and practise
- Year 2/ Step 6- continue from Year 1 then told which line the spellings are in by the end of the year
- Year 3/ Step 7- told which line the spellings are in
- Year 4- sp x 3 at the end of a paragraph
- Year 5/6 sp at the end of a paragraph

If a pupil is working within the Steps curriculum then the marking policy will apply for the developmental stage of the pupil rather than the year group they are in.

Modelling

*Punctuation marks relevant to the child's age-related expectation will be marked. Punctuation mistakes will be written in the margin for the child to put in. KS1 and pupils on the steps curriculum will need more specific guidance.

*Poor letter formation must be addressed in all pieces of work with pupils focusing on one letter or letter set overtime until it is correct.

*Time should be given to children to correct, redraft, edit, add and respond. Corrections and responses should be completed below the last piece of work.

*Marking will inform teachers' judgements on how a child is progressing in relation to the whole class, Age Related Expectations and the child's individual ability and will be used to inform teachers' records and reports to parents.

The whole purpose being that, where possible, marking does the following;

A. Highlights success – where the child has achieved positively against the success criteria e.g. maths strategy met LO

B. Provides a wish to help children make improvements.

These can occur in different ways e.g.

- a reminder prompt
- a scaffold prompt
- an example prompt

Oral Feedback

The purpose of oral feedback is to provide an instant response to the pupils' achievements, 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. The following are a number of ways feedback can be given:

- *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 ways forward.
- *Emphasise the learner's progress and achievement rather than failure.

Self and Peer assessment

From Foundation Stage children will be trained in self and peer assessing. Children can mark their own work against the learning objective and on occasions can be involved in shared marking. This 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 and allow children to reflect in structured ways. This can be recorded in various ways depending on the year group and the activity to be assessed.

Some examples are but not limited to:

- *Use of thumbs up and thumbs down. To avoid peer pressure this can be carried out with eyes closed. 2 thumbs up to show when a child has understood or achieved their learning objective and 1 thumb up to indicated when the child has not fully achieved or understood it.
- *Smiley face system; the happy face represents a child who has fully achieved the objective, the middle face represents a child who has partially achieved the objective and the sad face represents a child who needs further support with a particular objective.
- *A next step (wish) and/or a star.
- *Oral, usually in the form of paired talk.
- *Decide with your 'talk partner' which aspects have been most successful, and which one needs help or could be taken further.

Response to marking

All pupil should be taught to respond to marking and comments made should improve the quality of their piece of work.

Monitoring of Marking

Through whole school and phase moderation and scrutiny the effectiveness of marking will be evaluated to ensure all marking is providing pupils with the opportunity to make progress. The marking policy will be reviewed every year.

Marking policy addendum Autumn 2020

Live lessons

Instant live feedback will be given to pupils during discussions online.

Email and phone

Email and phone feedback can be used to encourage, support and offer feedback on an individual basis. This is primarily the role of the online teacher.

Purple Mash (Learning platform)

Children working on Purple Mash will receive feedback within 24 hours within school days/times. If purple mash 'to do's' are set as supplementary activities, they must be acknowledged by the teacher. If 'to do's' are set as part of the learning sequence, pupils will receive more detailed feedback and follow up in order to make progress. This is primarily the role of the online teacher.

Home learning paper packs and exercise books

Once the pupils' work has been handed in and quarantined (for 72 hours) it can be marked after a 1-week block. Live marking cannot be completed and feedback cannot be given straight away. Distance marking will need to be clear and precise to ensure that progress can be made. Each piece of work will need to be acknowledged and any errors can be addressed. At the end of the block of work a child will receive a feedback sheet to assess against the learning objectives for each subject that week. Each subject area will have a star (one positive aspect from the week) and a wish (an element that the pupil can practice, make changes or use in their next piece of work). This is primarily the role of the main class teacher.

Other

Progress will be tracked and monitored in the usage of Time tables Rockstar's and Lexia and feedback can be provided.

Thorpeptons and learning certificates are to be given to pupils where extra effort or success has been achieved.

In school

In school pupils

Marking will follow the marking policy for pupils in school, with live marking and feedback a priority to ensure progress. The pupils in school will have their progress monitored by the class teacher who teaches them the majority of the time within their bubble.

Covid-19 Addendum

In the light of Covid-19 it is essential that there are some adjustments to the marking policy to ensure all staff and pupils are safe. All teaching staff were consulted and agreed these changes. Marking adjustments are set out below:

Social distancing

Staff must be mindful of social distancing when marking and giving feedback.

Oral Feedback

Oral feedback should be used to provide pupils with and an instant response to their work. The feedback will support consolidate, correct or challenge.

Written feedback

Where children need written feedback adjustments will need to made. Some examples for written feedback are, but not limited to:

- using post-it notes for longer pieces of feedback
- moving the book away and returning the book
- use of the marking code for live marking

Self assessment

Pupils can self-assess their own work using feedback from the teacher

Peer assessment

There will be no peer assessment where books and work are swapped. Some oral peer assessment can be used such as verbally evaluating as a class or giving each other feedback in practical lessons.