

WELFORD SIBBERTOFT AND SULBY ENDOWED SCHOOL

POLICY FOR MARKING

Marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions. This should enable children to become reflective learners and close the gap between current and desired performance.

Aims

Marking and feedback should:

- Be manageable for teachers.
- Relate to learning intentions, which need to be shared with children.
- Involve all adults working with children in the classroom.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Allow specific time for children to read, reflect and respond to marking.
- Relate to the child's previous attainment.
- Respond to individual learning needs.
- Take place face-to-face and/or at distance.
- Inform future planning and individual target setting.
- Be accessible to children.
- Ultimately be seen by children as positive.
- Encourage and teach children to self-mark.

Types of marking

- **Summative:** This usually consists of ticks and dots and is associated with closed tasks or exercises. Wherever possible, children should self-mark this type of work.
- **Formative:** Takes place during the course of a lesson. Teachers' comments should focus firstly on issues about the learning intention and secondly other features.

Strategies for Marking

Quality marking should comment on:

- Success against the learning intention.
- Areas for improvement and next steps in learning.

Verbal feedback

Teachers discuss work directly with the child. A discussion should be accompanied by an appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent.

Success criteria checklists

Success criteria checklists can be used in all subjects and may include columns for self/peer/teacher assessment.

Self marking

Where appropriate children may self-evaluate. Children can identify their own successes and look for improvement points. A range of strategies including the use of 'traffic light' colours may be used. The plenary can then focus on this process as a way of analysing learning.



Peer marking

Children should be encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work; this is often linked to 'talk for learning partners.' Children should be trained to do this and ground rules set. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria.

Quality feedback comments

Personalised quality feedback comments should be used in all subjects to extend learning. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria. Correct work is highlighted in green (GREEN for GREAT) and areas for development are highlighted in pink (PINK for THINK), with a corresponding written prompt. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Useful "Closing the Gap" comments are:

- A reminder prompt eg, "What else could you say here?"
- A scaffolded prompt eg, "What was the dog's tail doing?" "Describe the expression on the dog's face." "The dog was angry so he (finish this sentence)."
- An example prompt eg, "Choose one of these or your own: He ran round in circles looking for the rabbit / The dog couldn't believe his eyes."
- A challenge / extension prompt.

Time is then given for the child to read and respond to the written prompt, thus enabling them to "close the gap" and improve their work further.

To develop pupils' ability to edit and improve their work, some pieces of writing will not be marked by the teacher until children have had time/opportunity for editing.

Marking Symbols

Marking to be related to the Learning Intention:

- ✓ • Ticks and dots may be used when marking in Mathematics to indicate if an answer is correct or not.
- ☞ Finger spacing required between words.
- Sp Sp over the word / inserted in the margin to indicate words spelt incorrectly. KS1 provided with the correct spelling. KS2 may be provided with the correct spelling.
- ^ Uprturned v to show words omitted; used in redrafting.
- Punctuation** Pink highlight indicates missing punctuation at KS2; correct form may be given. KS1 teachers to overwrite or provide punctuation.
- // To show new paragraph.
- LI✓ Learning intention met.
- ✓✓ Two or more ticks if succeeded in meeting the learning intention or good punctuation/word.

Smiley faces, stamps, stickers and team points may be used to show understanding (or not) of the Learning Intention and effort made.



Marking by teachers to be completed in green and / or pink pen: **Green for Great** (positive comments); **Pink for Think** (reflective / action comments).

Children are to show their response to comments in purple crayon (**Purple for Progress**) therefore providing evidence of corrections done / improvements made.

Policy reviewed: May 2017

Next review date: May 2019

