

# Sedgley Park Community Primary School



## Marking Policy

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## Marking and Responding Policy

### Aims

- To provide constructive feedback to pupils (both verbal and written) and set personal targets for their next stage of learning
- To encourage opportunities for self and peer assessment
- To ensure that pupils are clear about the ways forward and steps to succeed in each lesson
- To improve pupils self-esteem and confidence through positive comments
- To involve all adults in the marking and responding process
- To include the principles of assessment for learning and assessment of learning
- To have consistent and manageable practices throughout school
- To provide opportunities on a regular basis for pupils to respond to marking

### 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 pupil's effort, achievement and celebrate success
- Be directly linked to the learning intention and success criteria
- Be meaningful to the individual child
- Give clear indicators of the next steps in learning
- Be part of an ongoing dialogue
- Encourage the child to reflect on their own learning
- Inform assessment and future planning
- Relate to individual targets

### Procedures and strategies

- For younger children, oral feedback is often the most effective way of encouraging pupils to make progress and address misconceptions
- Through Key Stage 1 & 2, pupils will begin to respond to their marking
- Marking and feedback as soon as possible after the work is completed which will enhance the cycle of assessment feedback into planning
- Marking and feedback should close the gap between what has been achieved and what could have been achieved
- Feedback should clearly focus on the learning intention and success criteria

### Practical Details

- All teachers will mark in red pen
- Teaching assistants will mark in green pen
- Pupils will mark in a 'polishing purple' - pencil in KS1 and pen in KS2

- Marking must be legible and grammatically correct, following agreed school script
- Highlighters will be used by staff to identify areas of good practice and areas for development using **green for go** and **think for pink**
- Pupils will use green and pink pencils to underline in peer marking
- All pieces of work should be marked though not every piece produced will require a written comment
- Questions, where appropriate could be used to encourage pupils to reflect on the work produced
- All comments must be responded to by the children - this may be through initially a teacher comment, answering a question, completing a correction, responding with a comment

### **Green for go and think for pink**

Green for go and think for pink highlighting should reinforce the success criteria. Adults should aim for more green than pink, roughly on a 3:1 ratio. Areas highlighted in green should show strengths within the piece of work. Areas highlighted in pink could link to individual targets and should be a clear, focused step for development. Once embedded, this strategy should be used by pupils in self and peer marking.

In maths, green can be used to show good processes as well as correct answers. Pink can be used to highlight areas or calculations to try again.

### **Presentation**

Across the school we will use DUMMLUM on all piece of work.

D - date U - underline M - miss a line L - learning intention U - underline M - miss a line

The full date will be written in all pieces of work apart from maths where pupils will use the short date.

In FSU and Year 1, DUMMLUM may written by an adult or typed and stuck into a child's book. The aim will be to write this independently by the end of Year 1.

SEN pupils may also require an adult to write or type the DUMMLUM for them.

Adults should encourage all pupils to present their work to the highest possible standard at all times. High expectations of presentation will be seen in all subjects across the school.

Children will write in pencil in Foundation Stage and Key Stage 1 and adults should ensure that pencils are suitably sharpened. In Year 3 onwards, pupils can work towards writing in a blue handwriting pen. To achieve this, their handwriting should be consistently joined up and presentation should be of a high quality. In maths books all pupils will write in pencil.

### **Types of marking**

**Immediate feedback** When the adult gives immediate verbal feedback or marks a piece of work with a pupil. This allows the pupil to contribute to the assessment process and steps forward.

**Self-marking** Pupils can identify successes and ways to improve (see green pencil ideas in Appendix 1). They should also assess their work against their individual targets. Time should be built into a lesson to do this. In Years 5 & 6, pupils will be introduced to -  
**www** what went well  
**ebi** even better if  
(More formal ways of self-evaluation can be found in Appendix 2)

**Shared marking** Using a range of resources including the visualizer, adults model the marking process with the class or a group of pupils.

**Peer marking** This should be introduced in Year 1 in small groups with an adult. Peer marking should be used regularly throughout school, focusing on the success criteria in the lesson. 'Polishing purple' pens should be used and pupils must sign the work that they have marked. In peer marking, pupils will be trained to focus on the positives but also to pick out areas for improvement. They may follow the **green to go** and **think for pink** philosophy by underlining in coloured pencil. (See examples in Appendix 3)

**Distance marking** When an adult marks the pupils work after the lesson has finished and uses a range of symbols, comments or questions to give feedback.

### **Responding to marking**

Staff must ensure that time is built in to allow pupils to respond to their marked work. This may be within registration time in the morning or afternoon or could be at the start of a lesson. Sufficient time must be given to allow children to edit, correct and respond. In Key Stage 1 this may be a focused activity for an adult with a small group of children. In Key Stage 2, this will be mainly be a whole class focus with some adult support.

A	Achieved
	Smiley earned
VF	Verbal conversation
✓	Correct
.	Check this
S	Supported work
	Area of good practice
	Area to develop

### Roles and responsibilities

#### Governors

- To ensure that the school shares, implements and monitors this policy
- To ensure the policy is reviewed at least every 2 years

#### Head Teacher/Assistant Head Teachers

- Support and monitor the implementation of the policy
- Ensure the policy has positive impact on pupils learning

#### Subject Co-ordinators

- Monitor the implementation and effectiveness of marking subject specific
- Provide feedback to staff, SLT and Governors following monitoring

#### Teachers and Teaching Assistants

- Implement the policy and followed the identified guidelines
- Ensure that pupils work is marked appropriately, positively and within given timescales
- Provide books for scrutiny as required and to act upon any feedback given

#### Pupils

- To respond to feedback on a regular basis
- Improve their own work based on adult and peer feedback
- Take responsibility to improve their own and their peer's learning through effective marking