



Marking Policy 1.0

'This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment'.

Marking is vitally important as it forms a part of the learning, teaching and assessment cycle. If marking is done well it has two functions:

- it provides an assessment record for the teacher
- it provides good quality feedback to the child so that future improvements can be made

Quality Feedback and Marking

Marking must be made:

- accessible for pupils – legible and understandable
- manageable for teachers

Marking sets the pupil's performance in the context of the learning objective.

Feedback improves the attainment of all pupils when it:

- informs pupils of their strengths and areas for development
- provides the pupils with strategies for improvement

Feedback is dialogue and may be oral or written. Feedback should:

- be prompt and regular
- be given against specific learning objectives and success criteria
- invite and encourage the pupils to think for themselves
- enable pupils to recognise their own strengths and areas for development
- recognise effort and progress as well as attainment
- provide positive praise and encouragement
- indicate the standards achieved by the pupils against ARE
- tell pupils what they need to do next to make progress

Self and Peer Assessment

It has been shown that developing pupils' skills in self-assessment and peer assessment:

- involves pupils in their own learning and assessment
- allows pupils to realise their own learning needs
- gives the pupils the information they require to improve their outcomes

- provides the teacher with more assessment information – the pupil’s perspective

Pupils need to:

- where appropriate, mark their own and each other’s work, with teachers giving them a clear focus (the success criteria)
- assess and mark anonymised pieces of work as a class or group activity led by an adult so that good work can be modelled and pupils can see what is expected and what needs to be improved
- indicate that they have been involved in peer assessment (working with a learning partner) by initialling the success criteria if this is age appropriate

Whole School Marking Strategies

Whole school marking should be in green ink.

Whole school highlight code:

- Green highlight – ‘Green for Seen’ – success criteria evidenced or other notable aspects of the work
- Pink highlighter – ‘Think Pink’ for corrections or suggestions

Learning objectives and success criteria should be evident in pupils’ work across the school and shared with the children so that they have a clear understanding of expectations and what makes their work successful. At Stirchley Primary School, these are presented to the children as:

WALT: We are learning to

WILF: What I’m looking for

When marking pupils’ work, teachers should highlight the learning objective in one of two colours: green for ‘met’ and yellow for ‘almost there’. Teachers should also mark against the success criteria with a tick for each one that has been met. When they have developed the skill, pupils should also self-assess against the success criteria. This marking provides a visible and easily understood form of reciprocal feedback and creates a record of formative assessment that is easily evidenced and located.

EYFS

- Pupils should be challenged and extended through daily one-to-one adult led sessions. 'Gap tasks' should be given verbally and completed with the teacher at the end of the session
- WALTs should be highlighted accordingly and the WILFs ticked with the pupil where appropriate. In the EYFS the WILF is displayed in picture form to make them more accessible
- Towards the end of the school year, 'Green for Seen' and 'Think Pink' will be gradually introduced with those children who are ready to use it; the process is to be carried out on a one-to-one basis and is heavily scaffolded.

The teacher uses the pink pen to draw in any missing capital letters or full-stops in order to highlight to the pupil precisely where they have made an error. The child then uses pink pencil to show that they can correct the error.

- In mathematics, verbal gap tasks are given where appropriate.

Appropriate gap tasks for the EYFS include:

- number and letter formation
- correcting/practising marked spelling errors (year group expectations or those relevant to an IEP)
- correcting the answer to a number sentence

Marking in Key Stages 1 and 2

English, Science and Foundation Subjects

Useful marking should be regular in all subjects.

As some pupils are younger and every child's needs are different, marking should reflect this. Time should be built in when planning to allow for responses from the pupils, for example when responding to 'Think Pink' or other.

Where pupils mark their work with the 'Purple Pen', this indicates where a child has proof-read, edited and improved their work independently, in line with the requirements of the English National Curriculum.

Corrections/improvements that are made in response to the 'Think Pink' strategy are to be carried out in pink pen.

Mathematics

Useful marking should be regular.

A tick is used for correct responses and a cross is used to indicate errors.

Where pupils are responding to a specific comment that supports the learning process (which should be carried out appropriately and with regularity), the pupil should respond in their usual pencil.

Marking Guide

W.A.L.T. We are learning to

W.I.L.F. What I'm looking for

In your books, you will see that the teacher has marked your learning objective (WALT) in one of two colours.

Here is an explanation of what each colour means:

	You have met expectation
	You have met parts of the expectation

TCD

Teacher and **child** discussed the work

S

This means that an adult has supported you here with your work

Initial

A peer (learning partner) talked with you about the strengths of your work and suggested some improvements – the initial is the first letter of your partner's name



Think Pink! Where your work has been marked in pink, your teacher has noticed an error – go back and try to correct it.

Think Pink! You have done well, but your teacher now wants you to think about trying something further to improve even more.