

Hamilton Primary School



HAMILTON
PRIMARY SCHOOL

Marking Policy

Agreed: March 2019

Review: When needed but by Spring 2022

Overview

The purposes of this policy are to inform and share expectations with all staff so that there is a clear and consistent approach to marking and feedback across the school. Marking should serve a single purpose – to advance children’s progress and outcomes. Research shows that the marking of work away from the children’s as a means to improving their learning is less effective than marking with them. We believe that three principles underpin effective marking: it should be meaningful, manageable and motivating.

Meaningful: marking varies by age group, subject, and what works best for the children and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: Marking should help to motivate children to progress. This does not mean always writing in-depth comments: sometimes short, challenging comments or oral feedback are more effective.

Aims of the policy:

- Provide an agreed strategy to marking and feedback.
- Raise attainment and maximise progress for all children.

Objectives:

- Children’s work marked in line with the policy.
- To ensure that all children have their work marked in such a way that it will improve their learning, develop their self-confidence, raise their self-esteem and provide opportunities for self-assessment.
- As a result of this policy there will be consistency in the way that children’s work is marked across the school.

The Principles That Guide the School’s Approach to Marking and Feedback

Marking and feedback should:

- Be manageable for the teaching team and accessible to the children.
- Relate to the learning objective.
- Involve the teaching team working with the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- Inform future planning.
- Use consistent codes within Key Stages.
- Ultimately be seen by children as a positive approach to improving their learning.

The effect of marking on attainment

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

The methodology of marking children’s work

The following are acceptable examples of methods of marking and feedback. Mark schemes have been included in this policy as appendices.

Oral Feedback

It is important for all children to have oral feedback from a member of the teaching team. This dialogue should focus upon successes, areas for development and to set targets for future learning. This would be particularly appropriate within the performing arts areas (see subject specific marking and feedback guidance in appendix).

Summative Feedback / marking

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this. (See relevant appendix on Subject specific marking and feedback for further information).

Formative feedback / marking

All pieces of work should be acknowledged, however not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning objective.

Marking and feedback given by members of the teaching team other than teachers

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate.

Quality Marking

Where appropriate work should be quality marked. Teachers should focus first and foremost upon the learning objective/success criteria of the task. The emphasis should be on both successes against the learning objective/success criteria and/or the improvement needs of the child.

For KS1:

Quality marking should highlight in pink up to 3 examples of where the child has met the learning objective/success criteria and highlight in green how they can improve next time.

For KS2:

Quality marking should highlight up to 3 examples of where the child has met the learning objective/success criteria and indicate clearly a focused comment linked to this, which will help the child improve their future learning.

Aspects of spelling, punctuation and grammar should be acknowledged in all subjects.

Children's response to the comments

Peer Marking and self-evaluation

- Children should be given time at the start of a lesson, to read and consider the written feedback the teacher has provided.
- Children should be encouraged to ask for clarification, if they do not understand a comment. They should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- Children act upon feedback given within all Key Stages and this can be seen within the books.
- All children should sometimes be encouraged to self-evaluate and older children should be encouraged to identify their own successes and look for an improvement point. Younger children

may use traffic lights or smiley faces as an alternative method. The plenary can then focus on this process as a way of analysing and learning.

- Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement, based on the success criteria.

Subject Specific Marking and Feedback

Within certain subjects, aspects of this policy may not apply or require further detail. The following guidance is in addition to the requirements of this policy.

Maths

In Maths all pieces of work should be marked.

Where appropriate work should be quality marked with modelling of the correct method where appropriate.

Investigative and Practical work

Children should be given the opportunity to self-evaluate each objective using an age appropriate method.

English

Where appropriate work should be quality marked. Teachers will aim to emphasise and praise a successful aspect of the piece and highlight an area for improvement.

Children should be given the opportunity to self-evaluate each objective using an age appropriate method.

Performing Arts

Subjects such as PE, Music, Drama etc., should use oral feedback to support the children's learning and development. This could also include opportunities for the children to positively evaluate the work of their peer's performance. If written work is completed, the principles of quality feedback and marking should be applied.

Implementation:

- We focus the children upon specific Learning Objectives, work with them to generate suitable Success Criteria in order to gauge the success of their learning and provide opportunities for them to review/evaluate their own and others' work.
- Long term Learning Objectives may cover a number of weeks, whilst short term Learning Objectives may only cover a lesson.
- Where appropriate, work is highlighted or underlined both by teacher and child, when self or peer assessing, to mark a piece of work.

Foundation Stage

In the Foundation Stage, verbal feedback (VFB) should be given during and after all teacher and adult led activities and after independent activities when appropriate. Pink highlighter should be used to indicate where the child has met the success criteria and green highlighter should be used to show the area that the child should work on next. Children should regularly be asked which areas they are pleased with and which areas they would like to improve.

Key Stage 1

English:

During the lesson where appropriate:

- Underlined capital letter in place indicates a capital letter needed or it is in the wrong place.
- Incorrect spellings underlined (as many as appropriate for that child).
- / - leave finger spaces between the words.
- RTM – Response to Marking may be written or be given orally where possible.
- Effective elements of a piece of work will be highlighted.
- VFB - Verbal Feedback given

Maths:

- Incorrect FS/KS1: . (a dot) or circle round the incorrect answer
- Correct: (a tick)
- (In FS/KS1, WALT (We Are Learning To)
- In some cases the teacher will model the correct solution to an incorrect answer.
- RTM – Response to Marking may be written or be given orally where possible.
- VFB - Verbal Feedback given

In Key Stage 1 the following codes are also used:

IL - independent learning

TL - teacher led


LSA/LA – Learning Support Assisted

WALT - we are learning to

Key Stage 2

English:

Errors in spelling, punctuation and grammar will be corrected where appropriate.

- Spelling – Teachers should underline spelling mistakes in the piece of work. The correct spelling should be written either above the word or in the margin or SP should be written in the margin to indicate that the student needs to check the spelling themselves.
- Correct punctuation is given where appropriate or a O (circle around area of punctuation) is written in to text.
- New Paragraph: //
- Capital letters – if incorrectly placed will be **double underlined**.
- O (circle) around a word if it does not make sense.
-  - to show a word needs to be inserted.
- Where appropriate, effective elements of a piece of work will be highlighted.

Maths

- Incorrect FS/KS1: . (a dot) KS2: . (a dot) or circle round the incorrect answer
- Correct: ✓(a tick)
- (In FS/KS1, WALT (What are we learning today) may be used instead of LO)
- In KS2, marking against the Learning Objective:
 - LO $\sqrt{\sqrt{}}$ - Learning Objective fully achieved
 - LO $\sqrt{}$ - Learning Objective partially achieved
 - LO GT – Getting there with the Learning Objective

- In some cases the teacher will model the correct solution to an incorrect answer.

This policy links to the Assessment Policy. Because of its changing nature, the marking policy will be reviewed at least annually to ensure that its practices are still current and meaningful.