



Churchtown Primary School
Marking Policy 2019 / 20

Signed: The Chairperson of Governors

Headteacher

Date

Policy Review to be undertaken Autumn Term 2020.

At Churchtown Primary School, we aim to develop all of our children as confident, enthusiastic and independent learners who take an active part in achieving their very best. Each child is encouraged, through the support of all adults within the school, to develop academically through a creative curriculum that develops their ability to think, question, discuss and evaluate. With 'Love of Learning' as one of our seven values at Churchtown, all of our children develop through personalised learning approaches which provide challenge and motivation at all levels, helping our children to develop positive attitudes to their work and make good progress.

Purpose for Marking

- ◆ To recognise children's successes.
- ◆ Assess a child's learning and understanding.
- ◆ To develop children's learning further.
- ◆ To provide opportunities for children to edit and improve their own work.
- ◆ To inform future planning.

Aim of this policy

To set out whole school marking and feedback procedures to ensure that we agree, adopt and maintain a consistent approach across the school which is meaningful, manageable and motivating to the benefit of the children. This is age and ability appropriate in order to achieve the greatest impact on progress outcomes for every child from their individual starting points and it is followed on a day-to-day basis by staff and pupils.

Quality Feedback

In every lesson, children will work towards achieving a learning objective - this is written or stuck into books at the top of a piece of work (in accordance with the Presentation and Handwriting Policy) and feedback primarily relates to this learning objective.

Quality feedback includes:

Verbal Feedback	Other Teacher Assessment	Self-Assessment	Peer Assessment
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We strongly believe that effective feedback and quality marking are essential in assisting our children to make rapid progress and this can only be achieved by:

- ◆ All adults in class being clear about learning objectives and success criteria for each task.
- ◆ Using **manageable** marking that is used to directly impact on children's progress.
- ◆ Teachers and Teaching Assistants giving constructive suggestions that **motivate** a child to move their own learning on.
- ◆ **Meaningful** verbal / written feedback that is actioned promptly by the child.

■ **Verbal Feedback**

Verbal feedback and dialogue are embedded within every lesson, specific to the learning objectives and any success criteria / steps to success. It identifies both positives and next steps so that the child has an immediate and clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. When this is given, a 'VF' will be recorded next to the piece of learning. During learning walks, pupils will be expected to discuss feedback that they receive and how they are improving their written work as a result of this.

Where it is required, teachers should also comment on the presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.

■ **Other Teacher Assessment**

Teachers, Teaching Assistants and Student Teachers are responsible for adhering to the marking policy. Any adult working with a group during the lesson should provide the quality feedback, as they are in the best position to reflect on the child's learning journey throughout the lesson.

Feedback should refer back to the learning objective, success criteria or steps to success that are evidenced in children's work to indicate progress against them.

English

One piece of learning per pupil in English should be marked in depth per week by the class teacher (green pen) or TA (red pen). This is where a comment is made, along with a next step. Space should be left for a child to act upon it at the bottom of the work. This may be a different piece for groups of children across the week to ensure that feedback is given at an appropriate point in the child's learning. It also ensures that time is well-spent by the class teachers marking fewer books at a given time.

Other work in English, Theme or Science is marked with either:

- ◆ 'Ticked Pink' and 'Green for Growth': highlighted sections of work which denote a child's success and area for improvement (Y1 - 6).
- ◆ 'Ticked Pink' and 'Green for Growth' used to highlight any success criteria grids used.
- ◆ Acknowledgement of progress made, by ticking the learning objective if it has been met.
- ◆ A next step may be included if deemed beneficial to moving the child's learning on.

Not all pieces of work in a child's book will be marked or have a teacher comment.

Maths

- ◆ All calculations should be marked correct or incorrect. Incorrect answers should be highlighted with green pen, identifying questions that children need to look at further.
- ◆ Any steps to success used should be highlighted pink (where they have been achieved) or green if not.

- ◆ Self-assessment may be completed by the pupils either during the lesson (so as to move on to more challenging work) or at the end of the lesson. Class teachers should monitor any self assessed work, for quality assurance and to impact on future planning.

In maths, children's learning will be moved on through next steps that allow children to apply their maths knowledge and understanding. This is through:

- word problems,
- reasoning questions
- twists of the day
- try this calculation...

These will be completed by children either during the lesson or at the start of the next lesson and are subject to differentiation based on children's starting points against year group objectives.

Fix It Time (FIT) and Discussions with Pupils

It is important for teachers to distinguish between a pupil's simple slip, and an error that reflects a lack of understanding. Where a pupil makes a simple slip, it should be enough for the pupil to make the correction, using FIT and to re-work the question in purple pen.

If there is a lack of understanding and clear misconceptions, the teacher should initially identify where the misconceptions exist and address these within same-day small intervention groups (guided group work). Teachers will also take this into account in planning the following lesson to address any whole class misconceptions. It may also be the case that in maths, the teacher re-models the calculation to show the correct method in mini-plenaries.

All children are provided with time to reflect on their own work and make improvements **which is age appropriate to each year group**. **Children use a 'Polishing Purple' pen to edit and fix.** This can take place in a variety of ways:

- ◆ Children to edit their own work during lesson time, prior to any marking: this may be through the use of writing aids (dictionary / word mat / thesaurus), directed time against the success criteria or in maths for self assessment purposes against an answer sheet.
- ◆ In English, key corrections should be discussed for the pupil to go back and edit regularly during the week. This should occur during FIT. These developments should be linked to year group specific learning objectives with a focus on the following aspects:
 - Grammar
 - Punctuation
 - Spelling
 - Sentence Structure
 - Exciting Vocabulary
 - Paragraph Construction
- ◆ Children are given time at the start of the next lesson to action any next steps identified on previous work.
- ◆ Individual talk with the teacher (1:1) enabling a chance for discussion about progress towards targets, review of recent work or time to make further improvements. During this session next steps may be set.
- ◆ Same-day small intervention groups

▪ Self Assessment and Peer Assessment

In line with our Curriculum Driver 'Independence' children are provided with weekly opportunities to assess their own and their peers' work. Teachers act as role models in providing high quality marking and feedback in order to support the children in being able to take part actively and effectively in the marking and feedback process. Children are taught to respect and value the work of others, that all children learn and present their work in different ways and that feedback is against the learning that has taken place.

In Key Stage 1 pupils should be taught to self-assess in a meaningful way, against the success criteria. By the end of Year 2, the pupils should be able to self-assess regularly. By the end of Key Stage 2 pupils will self-assess daily across all subjects - this is aided by the use of purple pen in FIT. All self-assessment should be moderated by the class teacher, using a light touch mark or verbal feedback to either agree or comment on self-assessment.

To self-assess the pupils should tick the success criteria which they feel they have achieved. The pupils should then identify their own next step and write this at the bottom of their work.

In Key Stage 1 pupils should be taught to peer-assess in a meaningful way, against the success criteria. By the end of Key Stage 2 pupils will peer-assess regularly in English and Maths. Again, all peer assessment should be moderated by the class teacher. The pupil should initial their peer assessment to identify who has assessed the work.

Early Years Practice

In Early Years, teachers mark in green pen to identify children's successes and next steps that need to be made. This is often verbal feedback and where possible is given during the initial task. Feedback is therefore immediate and impacts on the current work.

Verbal feedback is indicated using the standardised school codes and a brief next step detailed, for example:



eg: VF on full stops during the lesson.

Next steps are used to indicate

- what the child needs to do in the future,
- improvements a child has made within that piece of work
- the focus of adult guidance in the next piece of work

Teachers will also use developmental matters stickers for certain pieces of work and this will be highlighted on any planning.

Marking Codes

Teachers, HLTAs and Supply Teachers will mark in green pen (HLTA / Supply to initial).
Teaching Assistants / Students will mark in red pen.

For assessment purposes, work that children have completed demonstrating they have worked independently to apply their thinking or skills will be coded. This work will form the basis for the class teacher to acknowledge achievement against learning objectives, which will be highlighted in the back of books. For all other work, it is deemed that children will have had a level of support which may include:

- explicit teaching of new skills
- guided work - either individually or in a group
- modelled examples during the input (eg: during the T4W process)
- discussions about how to complete the work
- scaffolded activities

Codes for marking are as follows:

IA	INDEPENDENT APPLICATION Children work independently on a task to apply their learning. There may have been some minimal level of teacher input outlining the task and expectations. However, the pupil will have chosen how to complete it themselves, including choosing appropriate grammar, punctuation and spellings to include in pieces of writing, and working without support to select methods for arithmetic and reasoning in Maths. Independent tasks are also completed through post learning activities. In EY and KS1, this may be apparent though discussions with the pupil prior to them completing an activity. Children will select from a range of classroom resources to complete the task, including: writing aids (dictionaries / thesaurus / word banks) and concrete / pictorial resources in Maths.
CI	CHILD INITIATED In Early Years, opportunities are taken to record and feedback on activities initiated by the children rather than through direct planning. CI is used where this has happened.

<u>OTHER CODES USED FOR QTFM</u>			
VF	VERBAL FEEDBACK	SP	SPELLING
NS	NEXT STEP	GR	GRAMMAR