



# Marking Policy

## Swaffham Prior C of E Primary School



At Swaffham Prior we want all children to learn within a safe, and peaceful community. Through broad and balanced experiences, we inspire wonder, encourage perseverance and individual growth. Our Christian values underpin our peaceful school where we work in partnership with families to nurture the whole child and instil compassion towards others providing a basis for a hopeful future.

**May 2019**



## Introduction

For children to become reflective learners, they need to be able to talk about their successes and areas for improvement with confidence. Marking enables a 'conversation' between the teacher and the child about the learning taking place. All teachers mark work and give feedback as an essential part of the assessment process. There is a consistent marking scheme with symbols and grading systems used by all adults in school and understood by the children (see 'Marking at Swaffham Prior School').

## Aims and objectives

We mark children's work and offer feedback in order to:

- Show that we value the children's work, and encourage them to value it too;
- Recognise effort and boost the pupils' self-esteem and aspirations, through use of praise and encouragement.
- Offer the children specific information on the extent to which they have met the learning objective, and how they can improve their work in the future
- Promote self-assessment, whereby the children recognise their achievements and difficulties, and are encouraged to accept guidance from others;
- Gauge the children's understanding, and identify any misconceptions;
- Provide a basis both for summative and for formative assessment to inform differentiated lesson plans and teaching.
- For the teacher to identify gaps in learning which then impacts on future planning and teaching.

## Principles of marking and feedback

### Teachers

- Positive **oral feedback** indicating how well the work meets the learning objectives is one of the main forms of marking & feedback, especially with younger children.
- This involves the child and is done while the task is still being completed. It may be on an individual basis, in guided group session or during whole class plenaries. Where oral feedback is given then teachers should indicate this on the work (See 'Marking at Swaffham Prior' for codes)
- **Marking** allows teachers to identify gaps in understanding and this gives the teacher the opportunity to adapt planning and offer the pupils appropriate help either individually, in groups or to the whole class.
  - Marking should always relate to the learning objective and, increasingly, the child's own personal learning targets. To enable consistency of approach throughout the school the codes used are outlined on a separate document, 'Marking at Swaffham Prior'.
  - Marking is carried out promptly, and normally completed before the next lesson in that subject.
  - It is the responsibility of the teacher who teaches the lesson to mark the work. Those covering PPA and supply teachers should not leave it for the class teacher to mark.
  - Wherever possible, teachers establish direct links between oral or written praise by rewarding using the class rewards systems. Whilst stars & stickers are rewards & motivators they in themselves do nothing to close the gap in understanding, or to bring about improvements.
  - The teacher will always take time to review the misconceptions and target the teaching in following lessons, either with the class, group or individual as appropriate.
  - Although we recognise the importance of high quality marking and feedback, not all pieces of work can be given in-depth written feedback and this is not always appropriate to the task. Therefore the level of the written feedback will depend upon the nature of the task.

Where **pupils** interact in the marking process, they will be more engaged and receptive to corrections and targets.

- To promote pupil self-assessment it is vital the pupils know and understand the learning objectives and differentiated success criteria which are shared from the start of the lesson. Learning objectives are written as a title in Years 1-6. The youngest children will be given a verbal learning objective which will take the form of an 'I can...' statement. Learning objectives may also be written by the teacher in the books/on worksheets.
- Children should be encouraged to review (mark) their own work ahead of final marking, using the lesson's objectives and success criteria or their personal targets. These targets remind children of areas in which they need to improve, or suggest common checks to perform. This helps the children to self-reflect at each step of the learning process.
- Pupils will be taught how to assess and mark their own work and give feedback to other pupils.
- The child must be able to read & understand the comments made, and be given time to read them and make improvements to their work. Where the child is not able understand and respond in the usual way, other arrangements for communication must be made e.g. talking to a child or group of children.
  - As part of the assessment process pupils may be asked to indicate whether they think a particular lesson objective has been achieved. This can take a variety of forms including coloured dots and smiley faces at the end of the piece of work
  - **Green:** I can do it. (I understood the learning objective and can work independently/easily)
  - **Orange:** I am getting there (I understood but needed help to work independently/It was hard)
  - **Red:** I need some more help (I did not understand the learning objective/I struggled)
- This allows teachers to
  - Target the marking towards those who need the most help.
  - Review the mistakes/misconceptions in the following lesson, either with the class, group or individual as appropriate.

#### 4 Implementing the marking policy

**Literacy, Numeracy & Science** where there is a definitive answer.

- The children are assessed against the Learning Objective and regular comments are then written indicating
  - That the Learning objectives/personal targets have been met and/or acknowledging the effort a pupil has made.
  - Suggestions are made indicating next steps/targets for the pupil. These are linked to the individual pupil targets for reading, writing & maths.
  - Often targets can also be shared amongst a differentiated group. These become the pupil's targets. To make this easier teachers often use a stamp or sticker  
(See 'Marking at Swaffham Prior School')
- The marking code is explained to the pupils and displayed in the classrooms. Teachers will give pupils time within school to read, review & respond to the marking & comments made and then time to write their own comment to the teacher or correct work.
- For extended pieces of writing, the children are assessed as indicated above. The children are often given the opportunity to self-assess using a tick system, especially at the end of a unit (See 'Marking at Swaffham Prior School'). For some pieces e.g. those in 'Progress Books', there will be little or no marking done. This is because the piece is being used for assessment purposes.
- Target sheets are used at the front of the work books to identify the next steps for children in Years 1-6.

- It is expected that children understand their targets so they know what they have to do to improve their work. The children should know the stage they are at their learning journeys, what the targets are and importantly be able to talk about them. This is reinforced by the teacher individually with a child, in guided group work or to the whole class. Targets must be reviewed and teachers should make reference to these targets next time they mark an extended piece of writing. Pupils also use them to self-review and indicate to the teacher when they have met their target.

### **Topic work**

- Topic work does not always conform to tick based or extended marking as much of the work is practical or creative in nature.
- Oral feedback during lessons is usually the most effective means of feedback.
- Regular positive comments are written indicating that the Learning objectives/personal targets have been met or acknowledging the effort a pupil has made. Stickers & stamps may be used to reward positive comments.

## **5 Monitoring and review**

This policy is to be reviewed on :