

ST JAMES HATCHAM
CHURCH OF ENGLAND PRIMARY SCHOOL

Marking Policy



Assessment for Learning (AFL)

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning, where they need to go and how best to get there” . *Assessment and Reform Group 2002*

“Good quality AFL is critical to effective provision for all children, including **G&T** and **more able**. It should be part of everyday classroom practice, involving teachers and learners in reflection, dialogue and decision making that enables them to measure progress and plan the way ahead” . *Effective provision for F&T children in Primary Education*

Marking

Some questions to think about :

- Why do you mark children’s work ?
- What do you write ?
- How clear is the feedback that you give the pupils through your marking ?
- Can the children read your writing ? **Teachers must mark modelling the cursive script**
- Can the children understand your comments ?
- Do you allow time for the children to respond to your comments ?
- Do the children use comments of their own to improve their work ?
- Is marking used to improve performance and inform future planning ?

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

1. it provides an assessment record for the teacher,
2. it provides good quality feedback to the child so that children know how to improve their work and the next steps in their learning.

Quality Marking

Marking must be made:

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

Quality marking:

- sets the pupil’s performance in the context of the learning objective
- sets the pupil’s present performance in the context of their previous performance

Types of marking

Marking must be done using blue pen.

Closing the gap prompts	Reminder prompts
<ul style="list-style-type: none"> • Highlight places where the pupil has successfully met the Learning Objective • Indicate the places where improvements could be made and prompt the pupil as to how the work can be improved • Tick places demonstrating good examples of words or punctuation 	<ul style="list-style-type: none"> • Remind the pupil of the objective • Remind children of the next steps by writing the word and highlighting on orange as follows – Next steps
Scaffold prompts	Example prompts
<ul style="list-style-type: none"> • Ask questions that will specifically encourage the pupil to meet the objective • Begin a sentence for a pupil to finish • Write a cloze type sentence for the pupil to add to (replace words that have been deleted from a text) • Bullet point the necessary addition 	<ul style="list-style-type: none"> • Give a couple of example sentences for the pupil to choose from

For Example:

CONTEXT: Write a story about a dog

LEARNING OBJECTIVE: To be able to express a character's feelings

REMINDER PROMPT: How do you think the dog felt here?

SCAFFOLD PROMPT: Describe the expression on his face

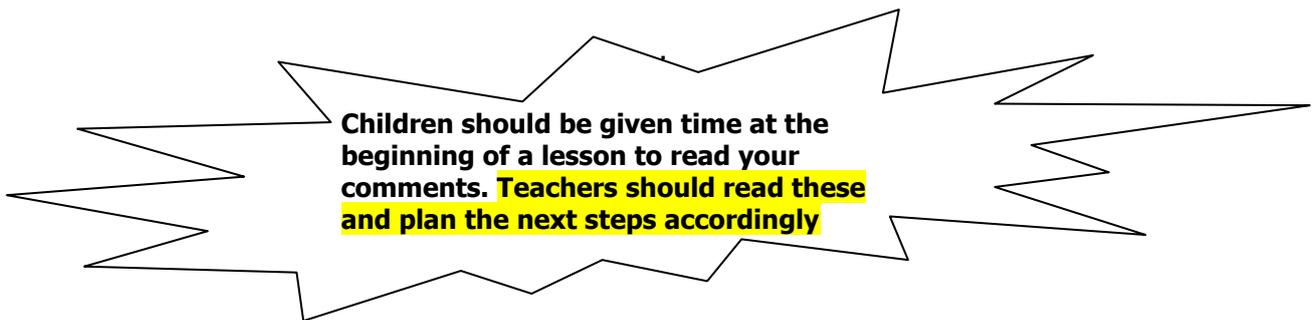
He was so surprised he

He barked _ly running round feeling very ____

EXAMPLE PROMPTS: Choose one of these or use one of your own:

He couldn't believe his eyes!

He ran around in circles looking for the rabbit, feeling very confused



Quality Feedback

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

Research suggests that, at present, feedback is generally given for:

- presentation
- punctuation
- spelling
- quantity
- effort

Feedback can be demoralising and overwhelming for pupils if not done well

FEEDBACK should take the form of dialogue and may be either oral or written

QUALITY feedback should :

- Be prompt and regular (by the next lesson)
- 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
- Tell pupils what they need to do next to make progress
- Provide positive praise and encouragement
- Sometimes indicate the standards achieved by the pupils
- Pupils should be given opportunities to comment on their own, (written or verbal), and others' work, (verbally). The skills of responding to feedback must be explicitly taught and pupils must be given time to respond so that they can make small focussed improvements.

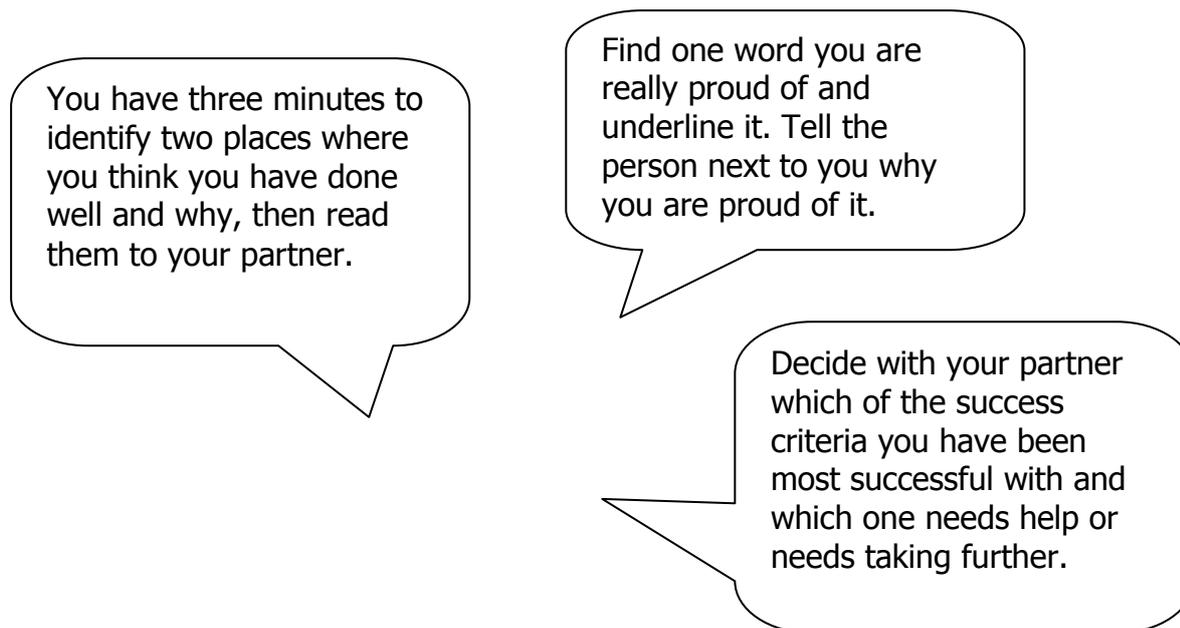
Quality feedback by the teacher or teaching assistant can and should sometimes be done during the lesson either individually, (1-1 teacher/assistant and child), in a group, (teacher/assistant and small group), or as a whole class with the teacher/assistant discussing one piece of work, (displayed for all to see e.g. on the IWB), with the whole class. This would take the form of a discussion with possibly some written feedback too.

More about verbal feedback (VF)

When verbal feedback is given this should be indicated in the child's book with "VF".

Marking one piece of work in a group or as a whole class is a powerful model. The teacher or teacher assistant would take the lead but invite the children to make contributions so that the piece is assessed through a process of discussion, analysis and modelling. Children are more likely to take ownership of marking themselves if they have been involved in this shared experience on a regular basis.

Examples of questions to ask the children during verbal marking sessions



Pupil Self Evaluation and Peer Assessment

It has been shown that involving pupils in self evaluation 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 negotiate their learning targets
- Provides the teacher with more assessment information - the pupil's perspective

Pupils need to be trained in the skill of self evaluation and peer assessment.

Create a poster of questions and model answers to these questions.

Use self evaluation at the end of all lessons. Give time for reflection, then ask for :

1. Random reflections
2. Paired sharing of reflections
3. Written evaluations

4. Traffic lights G, O, R / Faces (see appendix B) – Done in the margin
5. Three stars and a wish – The children identify three things that the children like about someone's story – the stars, and something the person could improve – the wish.

- Allow pupils to mark their own and each others' work
- Assess and mark work from other pupils as a class or group activity so that good work can be modelled and pupils can see what is expected
- Encourage the children to set their own success criteria to go with the learning intention

Making Marking Manageable

1. Keep to the learning objective
2. Do not correct all secretarial errors, NAG targets should be displayed in the classroom (see appendix C)
3. Use the agreed marking key to be used throughout the school (see appendix B)
4. **More detailed marking of the whole classes' writing must be done at least once a week**
5. Share the key objectives with the pupils so they know what they are working towards and what they have achieved
6. Set individual **learning targets/ next steps** with the children to focus their learning and your marking
7. Use self, **(written)** and peer **(verbal)** marking
8. Plan time within lessons for reading and responding to feedback, eg. The first 5 minutes of a lesson
9. Do some marking during lesson time with groups or whole class



NAG TARGETS

YEAR 1/2

- Remember to use your number line
- Have you reversed your digits ? 2 5 6 9 ?
- Have you spelt these words correctly
- Remember full stops and capital letters
- Have you used finger spaces ?
- Are your letters the correct way round ?
- Have you re read your work ?
- Are your ascenders and descenders clear ?
- Are all your letters sitting on the line ?

YEAR 3/4

- Remember full stops and capital letters
- Are your ascenders and descenders clear ?
- Are your size of letters consistent ?
- Is your writing on the line ?
- Read through your work to make sure it makes sense
- Underline 3 words you are not sure how to spell
- Have you used speech marks properly ?
- Check that you are joining your letters correctly
- Cross out neatly if you make a mistake
- Remember to write the date.
- Check you have spelt these key words correctly
- Have you written the heading?
- Have you used a ruler for underlining ?
- Remember not to rub out work
- Have you remembered to write in paragraphs ?
- Have you read the question properly ?
- Remember to underline your date and title
- Is your grammar correct ?
- Keep you writing tight to the margin
- Remember to use capital letters for names (proper nouns)
- Have you used the correct tense throughout your writing ?
- Remember to use your dictionary
- Remember to NAG your buddy and check work together

YEAR 5/6

- Have you checked for full stops and capital letters?
- Have you highlighted the powerful words ? (adjectives / adverbs)
- Check that your sentences make sense. Have you missed out any words?
- Can your partner read your work?
- Remember full stops and capital letters including capital letters for proper nouns
- Check for tense : NOT : We was running BUT : We were running
- Have you used more exciting words eg. alternative words for "said" ?
- Have you used speech marks correctly when someone is speaking ?
- Have you used a range of connectives ?
- Is your joined writing as you have been shown ?
- Remember to write in paragraphs
- Remember to draw in pencil
- Use a ruler for all lines and underlining
- Take more care with handwriting and presentation of your work
- Check your spellings
- Use your dictionary/Thesaurus
- Check your answers are sensible

NB This list is not exhaustive and it is fine for a Year 2 teacher for example, to use a comment from the Y5/6 list e.g. "Check your writing makes sense".

A Pencil TO MARKING

Teachers mark your work to check that you have understood.
 Teachers mark your work to let you know how you are doing.
 Teachers mark your work to help you improve by telling you the next steps.

You are involved in marking:

WHEN YOUR BOOKS ARE RETURNED TO YOU, LOOK AND SEE WHAT YOUR TEACHER HAS TO SAY. WRITE BACK TO YOUR TEACHER AND ENSURE THAT YOU HAVE ANSWERED ANY QUESTIONS THEY HAVE ASKED YOU.

// Means you need to use a new paragraph

sp in the margin and a word underlined means you should correct that spelling

○ a circle round a letter means you should change it to a small or capital letter. A circle in a blank space means something is missing or incorrect

? means some lines cannot be read/do not make sense

✓ correct answer/good word/punctuation (Two ticks indicate really good)

^ means that something has been missed out

VF (verbal feedback) means that your teacher has discussed the work with you

● means that you should look again at the answer to a question

NAG Means you must remember to do the indicated next time

Ⓡ means that you feel that you have not understood the learning

Ⓞ means that you feel that you have understood the learning, but will need to do some more work on it

Ⓞ means that you feel that you have fully understood the learning and feel you have done well

IN TEAM 1, THE ABOVE SIGNS ARE REPLACED RESPECTIVELY WITH A FACE WITH A SQUIGGLY MOUTH, STRAIGHT MOUTH OR HAPPY MOUTH

TA means a Teaching Assistant has supported you with your work

T means a teacher has supported you with the work