



Dallimore Primary and Nursery School

Marking Policy (in conjunction with the teaching and learning policy)

Introduction

Effectively marking children's work is the core part of working life for any good teacher. It can be time consuming but is one of the most effective forms of assessment, yet is sometimes a much neglected component of feedback and pupil development. It is vital that there is effective and consistent practice throughout school.

Aims:

- To ensure that there is a consistent approach to marking and presentation throughout school
- To ensure that the marking that takes place is worth the time it takes and that this has a positive impact on the progress and attainment of the pupils

Reasons for marking children's work

- Help children to improve their performance through developmental marking
- Involve pupils in evaluating their own and the work of others
- Show children that we value their efforts
- Judge our own effectiveness as teachers
- Make strategic decisions about the next steps children need to make
- Assess and monitor learning whilst allowing children to reflect on their learning and provide appropriate feedback
- To aid assessment for learning
- To explain the context of the learning
- To identify which children need support or challenge

Expectations and procedures

These are non-negotiable expectations for good practice

Throughout all phases staff should mark in **red pen**. This is to ensure continuity and so that marking can easily be seen when children start to write in pen.

Absence stickers will be used to indicate where a child has missed some learning- this may be due to illness or being out of class at an intervention group/ nurture etc

EYFS

- Verbal praise and feedback at the time the learning is taking place (a next step is communicated verbally and may be followed up with a post-it to act as a memorandum for the next session)
- Stickers/ stamps are given where appropriate

- Learning is coded to indicate how it was carried out i.e. independent, teacher led or TA led
- Where appropriate, a thinking bubble is used to provide opportunity for consolidation or extension
- Teaching assistants mark the learning carried out by the children in their direct teaching sessions (this may also be seen by the teacher to assist with the planning of forthcoming sessions)
- Once every half term a piece of independent writing is assessed against development matters.
- When appropriate, elements of the KS1 marking key are used.

Key Stage 1 and 2

- Verbal praise is given
- Highlighters are used to indicate successful learning (green) or errors/ misconceptions (orange) and the relevant code from the marking keys (appendices 2 & 3) used to indicate the type of error.
- A green  is used to draw attention to a positive element in relation to the WALT and/ or success criteria.
- An orange  is used for a short question or activity. This should be: **a correction, consolidation or challenge** and should be completed by the children in **green pen**.
- Children **must** be given time to reflect upon and respond to the bubble and block comments
- Opportunities should be provided for self and peer assessment activities using the teachers' marking as a good model. Children will need guidance on how to effectively self and peer assess. Children should use pink highlighters
- The use of marking ladders for each genre provides opportunities for self/ peer and teacher marking- these should be adapted to reflect variety of success criteria for different groups within the classroom.
- To help with monitoring and evaluation children should also indicate how they completed their learning. S = supported, I = independent, G = guided.

How often should developmental marking/ response from the children take place?

We need to be realistic and balance teachers' workload with the need to provide this effective feedback to children.

However there is the **expectation** that:

In Key Stage 1 there should be:

- **at least one** within (but not necessarily instead of) a guided session (teacher or TA) to ensure that children can understand the block activity and respond appropriately - for both written work and maths **each week**
- **at least one** independent response activity - for both written work and maths **each week**

In Key Stage 2 there should be:

- in year 3 and 4 **at least 2** activities and responses for both written work and maths **each week**
- in year 5 and 6 **at least 3** activities and responses for both written work and maths **each week**

When should the reflection/ response take place?

The reflection and response should be such that it can be completed in a relatively short time scale so teachers should plan their timetable/ sessions accordingly to allow for this to happen on a regular basis.

It is suggested that this could be:

- in registration times
- at the beginning of the lesson
- during assembly times
- as part of (but not instead of) guided sessions
- during mental and oral starter or lesson introductions where the areas covered may not be relevant to all the class

Monitoring

To ensure that effective marking is taking place, is being responded to and is effective, some monitoring activities will focus specifically on this element of effective teaching and learning.

This may include:

- book scrutiny by Headteacher, Senior Leadership Team and whole school staff meetings
- book and planning scrutiny by curriculum co-ordinators
- discussions with pupils
- drop-ins and learning walks
- sharing good practice during staff and team meetings
- Assessment, planning and book triangulation activities
- Where appropriate, inclusion in appraisal and performance management objectives in order to provide support and training for specific members of staff

Review

We are aware that we need to review the teaching and learning policy so that we can take account of new initiatives, changes in curriculum, developments in technology or changes in the physical environment of the school.

Date of policy: July 2016

Date of next review: July 2017