Eccleston
Primary School

Marking Policy

2020

Eccleston Primary School

Marking Policy

1   Introduction

1.1   This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at Eccleston Primary School.

2   Rationale

2.1   Eccleston Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.
Research shows that marking is an important factor in pupil learning, so this policy is crucial for Eccleston Primary School.

3   Aims and objectives

3.1

The aims and objectives of marking are to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;

- Use the marking system as a tool for formative ongoing assessment;

- Improve standards by encouraging children to give of their best and improve on their last piece of work;

- Develop children's self-esteem through praise and valuing their achievements; ☐ Create a dialogue which will aid progression.
☐

4   Principles of Effective Marking

Effective marking should:

4.1
- be manageable for staff
- be positive, motivating and constructive for children
- be at the child's level of comprehension
- be written in handwriting that is legible and a model for the child
- allow specific time for the children to read, reflect and respond to marking
- involve all adults working with children in the classroom
- give recognition and appropriate praise for achievement
- give clear strategies for improvement
- involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- provide information for the teacher for future planning, group/individual target setting
- relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- be used consistently
- positively affect the child's progress.

4.2   Not all pieces of work can be marked in depth, although every piece is seen. Teachers decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention and success criteria and comments refer to any improvement made.

5   How do we mark work?

5.1   Work is marked in pink and green pen with pink representing positive work and green representing work identified as needing improvement. The vast majority of work will be acknowledged by a stamp.

5.2   An agreed marking code is used to ensure consistency across the school (See Appendix 1)

5.3   When marking extended writing, highlighters are used to highlight specific skills and to identify strengths within the writing. The colour of the highlighter changes termly with orange for autumn term, green for the spring term and yellow for the summer term. In depth marking involves independent writing at the end of a unit of work in Literacy and cross-curricular writing. In depth marking may also see the addition of pink and green pen as explained in 5.1

Teachers will model this process to the children at the beginning of each year so that they are clear what is expected of them when they respond.

5.4 At Eccleston Primary School we also make use of these forms of marking and feedback

- Verbal Feedback - The adult will initially talk to the child about how they have met the success criteria or learning objective and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. The symbol VF will be written at the end of the piece of work.

- Self-Marking - Children are sometimes encouraged to self-evaluate against success criteria checklists. They may also use the pink and green highlighting system if proficient to do so. The symbol SM will be written at the end of the piece of work.

- Peer Marking - Children are sometimes encouraged to evaluate their peer's work against success criteria checklists. They may also use the pink and green highlighting system if proficient to do so. 'Peer Marked by (name)' will be written at the end of the piece of work. This must not be a substitute for the teacher's own marking.

5.5 Teachers may mark additional comments on work such as "independent work", "1 to 1 support" or "Group work" when supported by the teacher/ teaching assistant in order to inform others of the amount of support given. Other annotations describing different actions or support can be used.

5.6 Acknowledgement that the work has been seen must be evident. This can be in the form of a tick, a comment, a face, a stamp or a sticker.

5.7 Where rewards for work are given, these must be in the form of team points. See appendix 1 for format.

5.8 All Maths questions must be marked with a tick or a 'c' for check.

6   Learning Objectives and Success Criteria

    6.1 Learning Objectives (LO) is to be used as the title for each piece of work. This can be written by the children or stuck in from a pre-prepared label. No other title is necessary. We believe all learning objectives should be linked to knowledge, understanding and skills. All learning objectives will begin with the following wording to ensure objectives are meaningful and linked to the learning not the task.
    LO - to be able to…(skill based)
    LO – to know… (knowledge based)
    LO – to understand (understanding based)

   6.2 In Independent Writing and Cross-Curricular Writing, Learning Objectives and Success Criteria must be used. Success Criteria can be pre-prepared or generated by the class and must be stuck at the top of the page prior to working. In the case of writing over a number of sections with different writing features, success criteria must be changed accordingly. Children can self-mark or peer mark by 'checking off' the success criteria. Teachers can assess writing by highlighting success criteria in pink or green respectively.

7   What about correcting spelling, punctuation and grammar?

   7.1 When children have completed a task, pupils should check for things that they know are wrong in their work when they read it through.
   7.2 All spelling, punctuation and grammar errors are not marked in every piece of writing but will be noted as a future teaching point and correctly when appropriate. However, where punctuation, grammar or spelling is a target, then this will be addressed in the marking.
   7.3 High Frequency spellings relevant to the child's own spelling ability are to be corrected by the teacher. Spellings are to be written in the margin of the back of the book for the child to write repeatedly alongside in all subjects.

8   Next Step Marking

   8.1 Next step Marking is expected to be used to consolidate learning or to deepen learning. It is to be written in purple in the form of 'Now try…' this should only happen on rare instances.

9   Assessment and Marking

   9.1 KLIPs are to be highlighted as children achieve them. This can be evidenced within their books or by verbal reasoning. KLIPs sheets are to be stuck in the books for Writing. Autumn Term = Orange Highlighting, Summer Term = Yellow Highlighting, Spring Term = Green Highlighting.

9.2　　Individual targets will be set from the non-negotiables for English and Maths. For Reading, groups will be changed accordingly to address gaps in learning. Children are not expected to be able to dictate their target but must be able to explain what they have to do. Targets are shared with parents at each parents' evening and a copy is also kept in school for each pupil.

9.3　　In English and maths books, all pupils will have a progress 'train track' this indicates where pupils are working. Their attainment should be stamped at three different points through the year and also dated. This attainment judgement is agreed in pupil progress with the Headteacher,

10　　　Monitoring and review

10.1　Marking procedures and marking standards should be applied consistently across the school. Members of School Leadership Team and subject leaders will monitor books and talk to children about their work. Feedback and support is then provided to staff.

10.2　　The policy will be reviewed regularly, to ensure it is kept in line with any changes that take place within the school or externally.

Signed:　　K Cranage

Date:　　September 2020

Appendix 1　　Agreed Marking Code
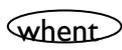
whent　　　　　 A circled word to indicate a spelling mistake

〜〜〜　　　　 Indicates work does not make sense.

^　　　　 If a word is missed out

Because　　　 Circle capital letter when used incorrectly or missed out.

○　　　　 Circle where any punctuation omitted.

//　　　　 Indicates new paragraph

G　　　　 Guided or Supported Work

VF Given	Verbal Feedback
SM	Work that is Self-Marked
Peer Marked By (Name)	Work that is Peer Marked

Pink pen or annotation for positive work related to success criteria or learning objective

Green pen or annotation for areas for development related to the success Criteria or learning objective

Additional Codes For EYFS

SS	Some Support
LO	Learning Objective Met
I	Independent
PP	Purple People