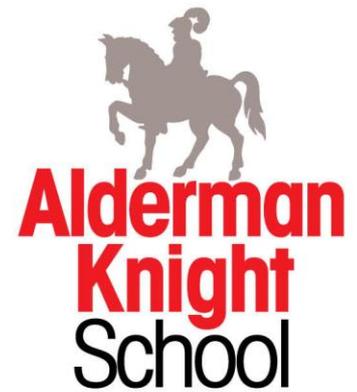


Date Reviewed: August 2018
 Reviewed By: Clare Steel/Hannah Shaw
 Next Review Due: August 2019



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Marking Policy

Introduction:

- Marking complements and assists teaching and learning. It serves as a tool for assessing individual and school performance.
- Marking should be diagnostic and inform children and adults working with the children of the next steps needed in their learning in order to improve their work.
- Marking will also provide focused feedback on the learning objective (today you will learn...) and success criteria (learning targets – Individualised or bronze, silver and gold). If ≤8 personalised learning targets should be used (see Teaching and Learning policy for more information)
- The school policy will provide standardisation and consistency of practices throughout the school.
- The implementation of the policy is the responsibility of all the staff.

Entitlement:

The implementation of a positive marking policy will assist in the assessment of each child's work and the delivery of the National Curriculum

The nature of marking:

- Marking should be positive
- It is really important that all work undertaken by the pupil is acknowledged and feedback given.
- Marking is a permanent record for the child, teacher and parent and outside agencies when required.
- Marking can be done by the teacher:
 - To indicate achievement in relation to the learning objective (today you will learn...) and success criteria including individualised learning targets

- To show children how they can improve their work
- To enhance the child's self-esteem
- To aid teacher assessment

• Teaching assistants can help to mark work and provide feedback under the direction of the teacher.

• Marking can be done by the pupils [where appropriate]:

- To encourage independent learning through self-checking
- To help them identify what they have done well and how they can improve.

[Checklists may be useful to support pupils in knowing how well they are doing and what they can do to improve further].

- Peer assessment can also be a valuable way of 'marking' pupils work dependent on the group

Practices and procedures

Marking done by the teacher or teaching assistant under the direction of the teacher

Verbal

This means discussion of work and direct contact with the child. It is particularly appropriate with many of our pupils especially the younger, less able or less confident children.

To indicate that staff have specifically talked with a pupil about their work a written mark (e.g. a **V** to represent verbal feedback) can be used. This will provide a record that the child has received feedback. In some cases it may be helpful to add anecdotal notes to explain the context in which the work was done.

Written

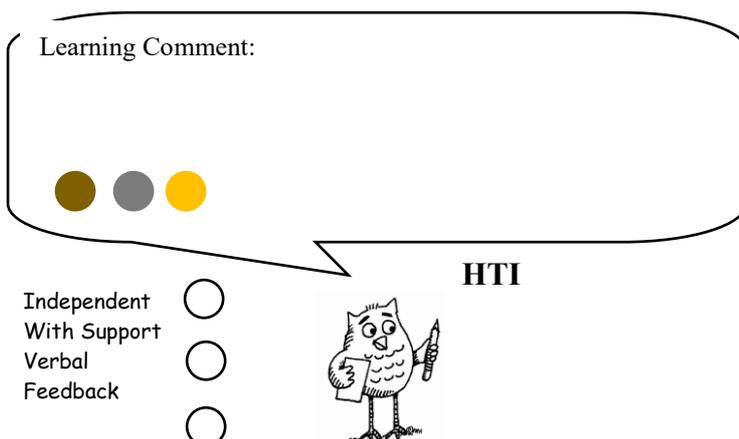
This means notes or comment with the use of symbols.

Notes and comments - these should be positive, neat and where appropriate, inform of next steps needed to make improvements. They should be constructive.

Headings to be used as a minimum

- Date
- Positive comment [relating to learning objectives/ success criteria and individual targets]
- How to improve [HTI – use target stampers] and next steps in learning [including working towards individual targets]
- How work was completed [unaided/ aided etc.]

A sticker was developed by a group of teachers at AKS to help record this information on pupils work. This is shown below:



If you decide not to use the sticker all of the same information needs to be recorded on the pupils work to ensure consistency across the school.

Please note:

It is extremely important that within recording and marking systems staff are very clear about the stage at which pupils are working/ achieving. Each pupil will have a 'My Learning Map' sheet in the front of their folder/book. On this sheet it will record their current and target stage as well as subject specific learning targets. This sheet will act as a quick reference guide for any member of staff working with pupils and will be updated after each assessment period.

Medium term and short term planning will indicate stages for each teaching group and regular assessment of stages will keep under review current achievement.
For additional information please see assessment policy.

In addition each year a minimum of three pieces of marked and staged work will be gathered for each subject as evidence of progression (one per assessment period). Subject teachers are responsible for gathering this evidence. Teachers need to identify suitable pieces of work that will illustrate clearly pupil achievement. It must be marked in line with expectations and carefully allocated a stage.

These pieces of assessed work will be added to the pupils progress file (held by the tutor) at the end of the assessment period. It is the tutor team's responsibility to check all work has been added for each pupil.

Additional symbols and scores

All subject teachers will have additional ways of providing feedback and each subject policy highlights those it uses.

They can take the form of ticks, stars and printed stamps and can be used in a range of ways. For example to show that the child's target has been achieved.

Where appropriate, a record of the scores achieved is kept by the teacher, e.g. weekly spelling/ reading/ numeracy scores. This can also help to monitor the child's progress and overall performance.

Codes used for marking

These will also vary depending on the age and ability of the children. There are no hard and fast rules stating what is used and so it is very important that the teacher of each class explains to the pupil's what codes they will be using.

Codes for general use include;

- **V** for verbal feedback
- **I** for independent work
- **H** for supported/ helped work
- Incorrect punctuation such as omission or incorrect use of capital letters can be circled

In addition to these codes and as children progress as more independent and fluent writers, a greater range of codes can be used. These include;

- **Sp** in margin indicating spelling needs checking or the use of a line under the spelling
- **^** Omitted word
- **//** New paragraph

- Punctuation omissions are highlighted as appropriate e.g use of “” for need to insert speech marks or **C** for a capital letter.

Correction

Not every mistake will be corrected as it is recognised that to correct everything could have seriously detrimental effect on the motivation of the pupil.

The point of teacher written correction [as opposed to written comment] is to point out to children their mistakes so that they can correct them and learn from that correction.

Corrections should link to the learning objective (today you will learn...) and success criteria (learning targets – bronze, silver and gold or individualised learning targets). However, other non-related errors which a child consistently makes should also be corrected as appropriate.

For re-draft and display purposes children’s work may be copied out, spell checked and amended to produce a ‘final’ copy, but there would normally be an earlier draft available.

There should be examples of children’s unaided work so that a true picture of performance is evident to teaching staff, children and parents. These pieces will still normally be marked with a comment. However, if the audience is not the child the comment may be wholly objective rather than purely ‘positive’, e.g. marking/ comments on a test paper.

Children’s self-correction is encouraged, However if correction is aided then this should be apparent and pupils should not rub out teacher correction.

The marking of written work will vary with the development of the child. At an early stage most marking will be verbal. As children develop they are encouraged to become more independent and use check lists/ wordbooks. Marking can then take the form of correcting and commenting on finished pieces. Independent writers will draft and self-check their work for the teacher to mark

Giving children the time to make improvements

Marking is only productive and children can only learn from it when they are given time to respond to the teacher’s comments and make further necessary improvements to their work.

It is important that time is given in the lesson for children to review their work in light of the comments made, either with the teacher individually, with a partner or as part of a group.

Marking done by the pupil

Verbal

This means contact with an adult or another child. Through discussion and exchange or comments the child is able to amend, correct or enhance work. Children are encouraged to read their work aloud, either to themselves or to partners in order to make improvements.

Written

This varies with the development of the ability of the child. Young and less able children would not be expected necessarily to re-write their work.

Independent writers will draft and self-check their work for the teacher to mark. The use of checklists and marking ladders are used to support the child in identifying areas where improvements can be made. Any relevant mistakes not identified by the child will be highlighted by the teacher so that further corrections/improvements may be made.

Symbols

Children may be asked to draw symbols on work in order for the teacher to assess their level of understanding in a particular topic. These symbols vary across the school and are agreed with the children in each class.

Recognition of Achievement

The school's Behaviour for Learning policy is very important in recognising achievements in all areas of school life and very importantly achievements in learning. House points are awarded for good work.

Children are also encouraged to celebrate one another's achievements within class groups. Achievement is also recognised by certificates (praise postcards) and phone calls home as well as sending the child to members of the senior team or other teachers for praise

Other policies that support this policy

- Curriculum
- Assessment
- Equal Opportunities Policy
- Subject policies

The role of the Subject Leader – Marking within Departments

It is expected that subject leaders will check to see that the teachers within their departments are regularly marking and keeping to the marking guidelines set out within this policy. SLT will ask subject leaders at different points through the year for samples of marking from the different teachers within their departments. This type of marking scrutiny will be used as a means of ensuring that marking is of the highest standard at Alderman Knight so it continues to inform the teaching and learning of our pupils.

Policy review:

This policy will be reviewed annually

This policy was reviewed in September 2018

The policy will be reviewed again in September 2019