Gedney Drove End, Holbeach St Marks & Westmere Federated Primary Schools

Assessment for learning - Marking Policy

All of our marking and feedback will be linked to the Learning Intention (LI) and/or the success criteria. All work must be marked according to this policy.

The key purpose of our marking will be:

1. Showing success
2. Indicating improvement
3. Giving an improvement suggestion
4. Making the improvement

1. Showing success

The teacher finds the best places in the child's work that link with the learning Intention and then bubbles these. This avoids having to write things that will be largely inaccessible to the child.

If the child has met the LI, then we bubble the title.

2. Indicating improvement

The teacher uses the symbol of an arrow to indicate precisely where on the work improvement could be made (again avoiding text). This is then underlined to clearly show where improvements are needed.

3. Giving an improvement suggestion

The teacher writes down or asks for an improvement suggestion to help the child know how to make the specific improvement. There are three types of improvement prompt, each linked to an area of improvement:

- reminder (e.g. reminding the child of the success criteria – this needs to be more than just remember next time)
- scaffold (e.g. modelling what the child needs to do to clarify the success criteria)
- example (e.g. providing examples that demonstrate progression in standards)

The children may also be given an opportunity to add improvement suggestions themselves or to further extend their work.

4. Making the improvement

Classroom time is given for children to read the successes and the improvement suggestion and to make their improvement. (The typical total maximum time needed for this is 10 minutes.) Some children will need an additional adult to read and help them understand the improvement suggestions.

In Reception and Year 1 most of this type of feedback and making the improvements may be done orally. This is the most useful type of feedback for young children. If it is beneficial to the child or teacher for future reference this should be recorded. In year 2-6 dedicated feedback time will be provided where children will be given the opportunity to read and

respond to comments. Teachers will mark in green pen, teaching assistants will mark in red, students will mark in black pen, pupils will mark in purple.

5. Subject Specific Marking

All work must be marked in line with the non negotiables for each subject and should include bubbles and next steps, where appropriate that should be responded to by children. Teachers should use their professional judgement to decide on the level of detailed marking needed. E.g if there is a clear misconception or obvious error, this needs next steps. **The most important aspect of marking is that it leads to visible improvements, seen in progress and attainment of pupils.**

English and Maths lesson activities should be marked as soon as possible, ideally the day it is completed. This information then informs your future planning. If everything is correct and you feel there are no obvious next steps then just bubble the good work. If you feel that there is an obvious next step, then ensure this is clearly explained – with modelling if necessary and that the children respond to this. There is an expectation that every child will have detailed feedback when they need it, but not less than once per subject per week.

Extended Writing – this should be marked but doesn't need to be responded to, instead the marking should inform the next English session.

In English common spelling & grammar errors should be demarcated with a Sp or Gr. Children should copy out the correct spelling 3 times in KS2, where children have spelling log books these words should be transferred to their logs. Less for KS1 as age appropriate.

In English, teachers will use a whole class marking proforma to mark the Cold Task.

Topic & Science -Topic writing should include bubble and next steps if necessary, all other topic work just requires the bubbles with bullet points.

6. Presentation of work

While presentation of work is a key issue, teachers should avoid too much improvement work based around presentation; instead children should be encouraged to always ensure that:

- All work has been dated – Long date for English, short date for Maths
- All work includes a title
- Sheets stuck into books must be folded so that no edges overhang the page
- Sheets to be stuck in straight in books
- Books and worksheets are not defaced

It is also vital that adults model correct handwriting in feedback to children.

7. Marking Key

To ensure consistency the following is to be used by all teachers when marking work and providing written and oral feedback.

Used to show children where improvements are needed and used next to the improvement feedback. – Steps needed to improve.

Used to show where successes are.

OF	Used to show where oral feedback has taken place.
WS	Used to show where a child has received support with their work.
Supply	Used to show when work is marked by a supply teacher.
SM	Used to show where work has been self-marked.
PM	Used to show where work has been peer marked.
Sp	Used to show where a spelling error has occurred.
Gr	Used to show where a grammatical error has occurred.

Signed: …… Chair of Governors …… Headteacher

Date: …….. Review Date: ……..