Marking Policy KS1-KS4 – adopted Spring 2015

Rationale

At St. Martins School we believe marking should provide constructive feedback to every pupil, focussing on success and improvement needs against learning intentions: enabling children to become reflective learners and helping them close the gap between current and desired performance.

The marking policy should be seen as part of the cycle of effective assessment which includes using learning objectives, success criteria, quality questioning and quality feedback both oral and written.

Marking is most effective when it is:

• Simple

• Appropriate to age and ability

• Helps pupils know what they have done well against learning objectives and success criteria

• Clearly shows how to improve or next steps

• Supports self and peer assessment

• Builds in time for children to act on feedback

• Requires the pupils to do something to improve

• Addresses the child

Aims & Objectives

The aim of the school policy is to ensure that pupils are taught and consistently encouraged to value feedback, and to know that it is addressed to them and designed to help them learn, improve and achieve higher standards.

To help achieve this aim, the marking policy should be applied consistently across all classrooms.

The objective of the policy is to raise pupil achievement and the judgement on the effectiveness of the marking policy rests on the impact that marking and feedback have on pupil progress and attainment. The following points are considered as indicators of effective marking and feedback:

• pupils showed that they understood that the purpose of the marking or feedback was for them, to help them improve and produce higher standards of work

• teachers mark pupils' work regularly and that there is sufficient work in the books to allow for impact

• teachers' handwriting is easy to read and models the school style and that all spelling, grammar and punctuation is correct

• marking recognises successes against the learning objective and helps pupils understand what they have done well

• teachers provide constructive feedback to pupils so that they can identify and understand how they can improve their learning and standards

• action points for improvement are given that specifically relate to instances in the marked work and give opportunities for pupils to close the gap to desired outcomes

• teachers use their marking and feedback to deepen pupils' knowledge and understanding and to help them make progress in the subject

• there are clear instances of marking eliciting responses from pupils and dialogue between teacher and pupil (age appropriate)

• pupils have support to conduct peer assessment or self-assessment, where appropriate through the use of clear success criteria

• marking and feedback clearly links to target setting and is evidence of achieving targets

• teachers use assessment to check on how well their teaching is achieving the learning objectives and adjust their teaching accordingly

Subject Specific Marking within the Primary Phase

Work in Literacy and Mathematics should be marked in greater detail. Cross curricular work should also be marked in depth and next steps identified. Other Foundation subjects should be marked as appropriate but with greater focus on spelling, punctuate, grammar and presentation.

Subject Specific Marking within the Secondary Phase

All work in the secondary phase should be marked in depth, so that next steps allow students to be able to understand exactly what it is that they need to do to improve. There may be examples of now try this…. and there should be opportunity for pupils to feedback on their targets and next steps.

Every pupil should understand their current position, their target and exactly what they need to do to improve.

Methodology

Marking is against the learning objective, and comments are related to the extent to which each pupil demonstrated that they met the objective. Teachers and Teaching Assistants should, therefore make it clear if the Learning Objective has been met. Standardised symbols and highlighters will be used as part of this assessment.

Primary Phase Codes to communicate if the Learning Objective has been met

Reception, Year 1 and Year 2	
Code	**Meaning**
☺ ☺ ☺	Learning Objective fully met. Ext. may be given.
☺ ☺ ☺	Learning Objective nearly met. Next steps or verbal feedback will be given
☺ ☺ ☺	Part way to achieving the Learning Objective. Next steps or verbal feedback will be given

Pupils will also have the opportunity to self-assess their work by colouring one, two or three faces.

Years 3 - 6	
Code	Meaning
LO	Learning Objective fully met. Ext. may be given.
LO	Learning Objective nearly met. Next steps or verbal feedback will be given.
LO	Part way to achieving the Learning Objective. Next steps or verbal feedback will be given
Pupils will also have the opportunity to self-assess their work by using the traffic light system: Red = I could do better with this, Orange = I need more practise with this Green = I was really good at this	

Primary Phase - Other codes

Code	Meaning
V	Verbal feedback given
Ext.	Extension task
I	Independent
GW	Group Work
HP	House Point
Aa	Capital letter(s) needed
Sp ,G, P	Spelling, grammar, punctuation error
●	Full stops
	Finger spaces needed

Primary Phase Codes for Level of Support

Code	Level of support
I	Independent
T	Teacher support
TA	Teaching Assistant support

Effort Grades

Grade	Meaning
1	Excellent
2	Good
3	Satisfactory
4	Unsatisfactory

Secondary marking framework and codes:

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Marking Framework

My target level for the end of this year is; _____

Whether I am **above target**, **on target** or **below target** is based on **my** target level.

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Attainment
Teachers will mark your work with either:

T+ **Above target**, if this standard of work continues you should exceed your target level.

T   **On target**,   if this standard of work continues you should achieve your target level.

T- **Below target**   if this standard of work continues you will not meet your target level.

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Effort
Your Effort in lessons and how hard you try to complete your work will be tracked and reported to your parents:

1 Excellent Effort   2 Good Effort   3 Satisfactory   4 Unsatisfactory Effort

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Next Steps

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Your teacher should give you subject specific targets to improve. These are key to helping you understand what you need to do to improve your current working level / grade. Pay attention to these and ensure that you complete any additional tasks set.

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Literacy
Errors with your spelling, punctuation or grammar will be highlighted using the following codes

S Spelling   P Punctuation   G Grammar   *revised Feb 2014*

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Teaching Assistants may wish to mark work with 'TA' detailing assistance or concerns raised having worked closely alongside the pupil.

Fix It Time

Opportunities for pupils to read, or have comments read to them, and respond to next steps comments and tasks is built into to daily timetables. This time is known as 'Fix It' time. KS1 pupils will complete any tasks as soon after the lesson as possible.

The Senior Leadership Team will monitor the Marking Policy, in order to report on the effectiveness and impact on pupil learning and progress.

Governors will receive reports on progress and attainment and on the quality of teaching and learning as part of the regular cycle of review. Marking will be mentioned in the regular teaching and learning review reports as well as evidenced in pupil progress and attainment.

Review & Implementation Dates

This policy will be reviewed as part of the Governor Policy Review cycle and will be discussed with school representatives prior to implementation.

Policy was developed by: Jim Taylor and Carol Jones with all teaching staff

(January 2015).

Next Review Date: January 2016 - Scrutiny Committee