

Stroud Green Primary School



Believe and achieve

Stroud Green Primary School, part of a richly diverse community, is a place where all children flourish in a safe, happy and stimulating environment.

Marking Policy

Reviewed at Curriculum Committee: Spring 2016

Date of next review: Spring 2018

Introduction

In all areas of marking we aim to employ a consistent approach, both within each class and across the school as a whole. All work will be marked using the school marking symbols (Appendix 2). These will also be displayed in all classrooms. It is vital that the child recognises the purpose of the marking and then benefits from it.

Effective marking will:

- provide prompt and regular feedback to children and families about strengths/areas for development in their work
- recognise, encourage and reward children's effort and progress
- focus the response on the learning objectives and criteria for success
- provide children with opportunities to edit and assess their own and others' work and give feedback to one another
- record pupils' progress and show them what they need to do next to make progress
- use information gained together with other information to analyse gaps in children's learning and inform future teaching plans.

At Stroud Green Primary we recognise that marking needs to be manageable and time effective, but focused on moving the children's learning forward. To this end we have agreed the following practices, largely based on Assessment for Learning (AFL) principles:

Written Comments by the teacher will:

- be written in blue ink
- relate to the planned objectives
- record if work is undertaken independently or with support
- include both oral and written feedback as appropriate
- be positive in tone and recognise children's achievements and indicate the next steps for the children's learning (i.e. 2 stars and a wish)

It is not always possible to write comments in all books. Sometimes a target group whose work is marked in more depth than the rest of the class. Groups are then rotated.

Learning Objectives:

Learning objectives will be included at the beginning of children's work. In Y1 these may be stuck in their books or will already be printed on worksheets. Most pupils from Y2 upwards will write the learning objective at the start of the activity, although these may be scribed for some children. Labels printed with success criteria for some pieces of work are also stuck in books.

Staff will indicate whether the learning objective has been met or not using the agreed symbols (LO met/ LO partly met/ LO not met) and whether a child worked independently (IW) or with support (CT/ AS). Staff will initial work they have marked.

Success criteria for particular work (i.e. big pieces of writing) will be developed with children before beginning tasks with marking showing it is linked to the learning objective/success criteria. It is recognised that it is good practice for older children to be involved in setting their own or their group's success criteria.

Self assessment and editing and peer Assessment is used regularly and used beyond merely test marking. Children use green pen marking to edit and improve their work and that of their peers. Children are encouraged to use faces to record how they felt about the task and how well they feel they met the LO.

From Y2 children are encouraged to make responses to teacher comments in purple pen.

Feedback (VF)

Verbal feedback and dialogue is the most effective way to capture a child's understanding, VF will be written at the bottom of each piece of work where verbal feedback has been given.

Strategies in the marking process specific to each Key Stage are outlined below:

Foundation Stage

- children are talked and encouraged through their activity
- praise and stickers are used to reward effort and recognise achievement
- children are given recognition when work is correct and guidance to progress towards next steps across the different areas of learning, making links with prior knowledge
- special books will be used to record special work or milestones in the child's development
- parents and carers are encouraged to contribute to special books

Key Stage 1

- praise and stickers are used to reward effort and recognise achievement
- where possible children have comments explained to them at the time of writing (VF will be indicated)
- some work may be marked or edited by the children themselves in green pen
- written comments made by adults are positive in tone & appropriate next steps are written in books to support children's progress, indicating areas of strength and an area to develop
- work is marked according to its purpose / objective / audience
- spelling mistakes, punctuation and grammar are corrected depending on the context / objectives / audience
- Children are encouraged to use faces to record how they felt about the task and how well they feel they met the LO.
- From Y2 children will begin to make responses to teacher comments using purple pen.

Key Stage 2

- praise and stickers are used to reward effort and recognise achievement
- on some occasions work is marked alongside the child e.g. writing conferences (VF will be indicated)
- some work may be marked or edited by the children themselves in green pen
- adults' written comments will be positive in tone and appropriate next steps are written in books to support children's progress, indicating areas of strength and an area to develop
- work is marked according to its purpose / objective / audience and makes reference to agreed success criteria
- spelling mistakes, punctuation and grammar are corrected depending on the context / objectives / audience
- Children are encouraged to use faces to record how they felt about the task and how well they feel they met the LO.
- Children will make responses to teacher comments using purple pen.

Monitoring Quality of Marking

The Senior Leadership Team (SLT) and Subject Leaders will monitor books on an on-going basis to check that marking is effective and supports pupil progress. A feedback proforma (Appendix 1) is given to staff and INSET provided in order to ensure consistency, continuity and progression. INSET will provide opportunities for staff to work together to moderate work. The feedback provided to children and families will be overseen and monitored by SLT.

APPENDIX 1: WORK SCRUTINY PROFORMA

Stroud Green Primary School

Book Scrutiny

Year/Class

Date:

Key focus of scrutiny:

| | Names | Teacher Assessment | | Additional info |
|--|-----------------|--------------------|---------|-----------------|
| | | Maths | English | |
| Higher ability | | | | |
| Middle ability | | | | |
| Lower ability | | | | |
| | Comments | | | |
| Presentation and lay out of work, dated etc | | | | |
| Range of evidence included | | | | |
| Evidence of learning objectives and or success criteria | | | | |

| | Comments |
|--|-----------------|
| Notes on progression, skills and curriculum coverage | |
| Literacy specific Genre, word, sentence, text, sustained writing | |
| Evidence of cross-curricula links being used to reinforce literacy learning | |
| Marking: Marking to objectives Moving on comments | |
| Pupil self or Peer assessment | |
| Does the written evidence support the Teacher assessment of attainment | |
| Feedback and next steps: | |

APPENDIX 2 MARKING POSTER