



Stretton Sugwas Academy

Marking Policy

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Marking Policy

Definition

Marking is an essential part of the teaching and learning process and lies at the heart of assessment, recording and reporting. The aim of this policy is to ensure consistency and continuity throughout the school in a way that raises standards without restricting individual creativity.

Principles

At Stretton Sugwas we recognise that marking is an integral part of the learning and assessment cycle; that continuity of approach throughout the school and the ensuing dialogue between pupil and teacher fosters greater progression. We recognise the profound influence teacher, self and peer assessment has on the motivation and self esteem of pupils, both of which are crucial influences on learning.

Aims

1. To show children's work is valued by the teacher.
2. To support children through correction, without loss of self esteem.
3. To encourage children to reflect on their work; find their next steps in their learning; to look for good points and for areas of improvement.
4. To ensure that there is an opportunity for a shared and supportive experience between the teacher and the child.
5. To ensure opportunities for self and paired marking and appraisal in response to the use of success criteria.
6. To develop
 - Accuracy
 - Clarity of thought and expression
 - Depth of understanding
 - The ability to keep on task
 - Organisational skills
 - Neatness, legibility and other presentational skills
 - The ability to check, redraft and improve their own work
7. To monitor a child's progress to inform pupils, teachers and parents.
8. Marking needs to offer positive benefits to children; pride in their achievements and with it increased confidence and motivation.

Practice

1. The teacher should acknowledge all work. Verbal and written marking are equally valuable practices depending upon the circumstances of their use.
2. Verbal feedback is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions. The quality of thinking can be higher if it is verbal. If oral feedback is given this can be recorded in the child's book with the tick system and VF written beside.

3. Where appropriate, and whenever possible, work should be discussed and marked in the presence of the child.
4. In KS2 the teacher should provide opportunities for pupils to collaboratively set success criteria prior to a task. Learning objectives (and success criteria on how to achieve the objective) should be made clear to the pupils before the work commences. Criteria should be achievable. Marking should inform the target setting process: any criteria not reached would become future targets. The teacher will identify those children who have not achieved or surpassed the success criteria in their planning. For further details of how marking relates to the assessment and monitoring of pupils' progress please refer to the school's Assessment Policy.
5. Marking should be selective, both in terms of what needs highlighting for individuals and what is appropriate for them, acknowledging personal achievement and effort.
6. Feedback should be constructive, containing helpful or encouraging comments as appropriate. Feedback should relate to set learning criteria or school expectations for handwriting, spelling, punctuation and grammar.
7. Written comments should be in appropriate language, legible and be placed where they can clearly be seen.
8. Pupils should be given time to respond to oral and written comments. The teacher should ensure that these have been addressed before new work is begun. Time for corrections and improvements should therefore be recognised. Pupils are encouraged to enter into written dialogue regarding feedback.
9. Marking of work should be done in a contrasting colour. Please see appendix 1 for marking and feedback symbols used by the school. Throughout the purple and green pens are used to mark pupils work. For EYFS and Phase 1 classes green pens are used to highlight positive aspects of work and purple pens are used to identify next steps in learning. This is to ensure it is clear and visible for the children. In Phase 2, all teacher marking is done in purple pen as the children will self and peer mark in green pen. Again making it clear for children and teachers.
10. The use of stars, stamps, smiling faces, raffle tickets and stickers are used as effective tools in the marking process.

Marking of grammatical errors

Grammatical errors are to be corrected in all written and oral work. This includes; spelling, punctuation, letter formation, syntax and semantic errors.

For EYFS the majority of grammatical correcting will take place verbally, where words, sentences or phrases are repeated and modelled in the correct form. This may also take place across the rest of the school.

In addition, for Phase 1 children around 3 errors are picked up on, or where repeated similar mistakes are made these are highlighted. Spellings are often corrected with a chance to copy and

practise the spelling at the bottom of the piece of work. For instances when punctuation has been omitted, time is given to include these.

Phase 2 children will have the majority of their mistakes highlighted to be corrected. This is apart from Lower ability children where discretion of the teacher is used to not demoralise children's work.

All children are individual, working at different rates and levels of confidence. It is always down to the teacher's discretion on how many errors to pick up on for each and every child.

3 Tick System

In addition to comments made, teachers will mark a child's work against the learning objective (if necessary). The teacher will use the 3 tick system as outlined below.

Did you achieve your objective?

	-on your way
	-nearly there
	-objective achieved

If the child only receives 1 or 2 ticks, the teacher will make a meaningful comment on how they could achieve the objective in the future.

A range of self assessment strategies are used. This includes; thumbs up/down, use of assessment trays; traffic lights; smiley/sad faces

Rapid Intervention (RI)

After assessing a pupil's written or practical work, a teacher may feel that it is necessary for the child to have Rapid Intervention. This is where 1-2-1 or small group support is given to address the child's misconceptions as early and as quickly as possible, often occurring within the same day.

The school also has a regular programme of interventions for pupil groups throughout the week, where observations and assessments inform the nature of the support given.

Hot and Cold English Tasks

In English writing, Cold Tasks will not be marked, however the work will be assessed using the school's success criteria. The children may also self or peer assess this work. Hot Tasks will be marked using the normal marking policy practices. Success criteria will also be filled in to show and demonstrate progress.

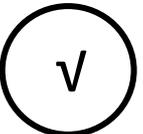
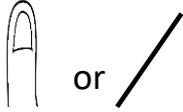
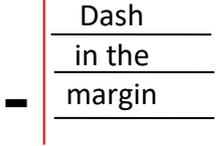
Success Criteria

Although the success criteria will be shared with children on a regular basis, for certain pieces of work (e.g. longer pieces of writing, assessed work etc) children may be given a success criteria chart that enables them to self assess their work, along with seeing exactly how they have achieved. An example of a success criteria chart can be seen below:

Honey Bees Instruction Writing		
Pupil	Objective	Teacher
	I used a 'How to' heading	
	I used an introduction to hook the reader	
	I used a 'You will need' subheading	
	I gave two lists: equipment and materials	
	I used numbered instructions in the right order	
	I used a 'bossy' verb in the present tense to begin each instruction	
	I used an impersonal tone (no 'you' or 'I')	
	I linked diagrams to instructions	
	I used labels, arrows, lines and keys	
	I included a short conclusion to suggest the next action	
What could I do to improve my instructions next time?		

These are designed to help children identify their next steps in learning, along with recognising what areas they need to include in order to improve their work.

Marking and Feedback Symbols

				
Upper or lower incorrect	Verbal feedback	New Paragraph	Missing letters	Word or meaning unclear
				
Achieved Target	Target not fully achieved	Target not achieved	Supported	Independent
				
Correct	Incorrect	Words that can be improved.	Next Step	Finger Spaces
				
	Check for own mistakes	Words not needed	Rapid Intervention	
Phase 1	Phase 2	Phase 1	Phase 2	Phase 2
<u>Word underlined</u>	Sp		P	<u>Word underlined</u>
Spelling mistake – word rewritten	Spelling Mistake	Punctuation missing	Punctuation Missing	Repeated words to be changed