

St Matthew's Primary School



Marking Policy

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Introduction

Marking is one of the most essential forms of assessment available. It is when we show children that we value their efforts, when we judge our own effectiveness as teachers, and it is when we make decisions about the next steps they need to take, tell the children what those steps are and give them time to take them or to practise something that they need to practise.

Why we mark

At St Matthew's Primary School, we believe that feedback and marking are integral to effective teaching and learning. High quality presentation also supports effective feedback and marking, and all books represent children's day-to-day achievements and progress with a sense of pride and success. Anything less is unacceptable and will be challenged through monitoring processes. The strategies we use will:

- Build on best practice at our school and what we learn from other schools
- Motivate children in a meaningful way
- Encourage interaction between the child and teacher
- Make every child feel valued and confident in their learning
- Raise standards and expectations
- Ensure every teacher is good or outstanding in terms of marking and this contributes to an overall judgement about their performance and effectiveness
- Inform planning
- Support teachers when informing parents and carers about their child's progress.

This policy aims to ensure that feedback and marking is:

- Consistent across the school
- Systematic
- Purposeful
- Positive
- Constructive
- Effective in moving learning on rapidly
- Diagnostic – in that it identifies how successful children have been in achieving new learning or the intention of the lesson; where and how they can improve
- Used by children to evaluate and improve their work/learning **during** a lesson/learning activity
- Acted on by children **after** a lesson, in a sustained way and improvements are evident in work
- Supportive and challenges all pupils to make precise improvements to their written or oral work
- Includes primarily teacher feedback with some self-assessment.

Non-negotiables

- Response to the teacher's comments are the norm; children must be given designated time to do this
- **Adults** mark in **green** pen.
- **Children** edit/mark their own work in **red** pen.
- Children are told targets/next small steps arising from their work within the teacher's feedback or marking. Children need to be clear on these and know what they are working towards achieving/encompassing in their work.
- Use of pink and green to be used; where appropriate for attainment of specific skill linked to the objective of the lesson
- When a child has mastered their next step, this is acknowledged.
- Each adult team will have a set of stampers to introduce a challenge question, acknowledge that the learning has been achieved, and identify that an adult other than the class teacher has marked the child's work.

Codes

Independent work is assumed unless one of the following codes is used on the page to identify the context the child completed the work in:

- S** Supported by an adult
- G** Guided sessions
- GW** Group work with peers
- P** Paired work
- T** Transcribed
- VF** Verbal feedback
- Sp** Written in the margin of children's books to indicate the misspelling of high frequency or common exception words. Adult marker to write in school script at the bottom of the work for children to copy three times. Children are also to transfer word(s) into their Word Book for future reference. All spelling errors of common exception/high frequency words to be identified and practised.

Over the page are descriptions of what constitutes outstanding through to inadequate marking. In following this policy, it is expected that all adults will develop good or better marking expertise. The descriptors overleaf are a good tool for adults to self-assess their current practice and what they need to improve.

Monitoring and Evaluation

Our judgement table for effective marking

OUTSTANDING

- Strategies exist to acknowledge/celebrate the achievement of targets
- There is a very good level of response to personalised comments from teachers
- There is some subsequent response from the teacher
- Comments from the teacher are particularly focused and diagnostic, revealing very good subject knowledge
- Children actively demonstrate understanding of next steps set

GOOD

- All children are set relevant next steps on a regular basis
- Self-assessment is a regular activity: children know what they are good at and what they need to do to improve
- Children revisit and respond to previous learning through written, post-task questions
- Children respond to personalised comment from teachers consistently

REQUIRES IMPROVEMENT TO BE GOOD

- There is sufficient work in the children's books to allow marking to have impact (reflecting a broad and balanced curriculum)
- Work is marked regularly
- Children know how well they have done in relation to the learning objectives
- Marking helps to build confidence
- The majority of marking is about recognising success
- Some relevant next steps are set
- The teacher's handwriting is easy to read and in school script
- The teacher's spelling and use of Standard English are accurate

INADEQUATE

- Marking does little to help children to improve. The key features of inadequate marking are the opposite of satisfactory marking
- Work is not marked regularly
- Children do not know how well they have done in relation to their new learning (NL)
- Does not help to build confidence
- The majority of marking is not about recognising success
- No relevant next steps are set/next steps are poorly chosen
- The teacher's handwriting is not easy to read and is not in school script
- The teacher's spelling and use of Standard English is inaccurate
- Work is marked incorrectly
- The advice given to children is inaccurate
- There is insufficient work in the children's books to allow marking to have impact

Date

Underline

Miss a line

Title

Underline

Miss a line

Start writing