



## **Gedney Church End and Lutton St Nicholas Federated Primary Schools**

### **Marking Policy**

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# **Marking Policy**

**January 2012**

**Review Date: January 2014 and every subsequent 2 years**

## **Philosophy**

Within the Gedney Church End and Lutton St. Nicholas Federation, we recognise that marking is an integral component within the learning and teaching process. Where used successfully, high quality marking has the capacity to give children ownership over the process of learning through an awareness of how well they have performed and where next they need to go in their learning. All staff are mindful of the fact that any contact made with a child gives an implicit message in terms of how we value the contribution they have made. This might be encapsulated by a smile, a frown, approval, disapproval, acceptance, rejection or acknowledgement. All such messages are interpreted by the learner and serve to validate actions, challenge mediocrity and motivate further achievement.

## **Aims**

Within our federation, we recognise that marking empowers children, parents and teachers alike. To this end, we aim to ensure that:

For the child:

- Marking will let them know that they are making progress against clear learning objectives that are shared beforehand
- Marking will provide clear feedback about strengths and areas for further development
- Marking will recognise, encourage and reward effort and progress

For parents:

- Marking will help them to understand strengths and areas for development in their children's work
- Marking will help them to understand the context of study

For the teacher:

- Marking will enable them to focus on those areas of learning where groups and individual children need specific help
- Marking will be a celebration of success
- Marking will provide a record of children's progress
- Marking will inform future planning and provision

## **Objectives**

Our aims for marking will be achieved when:

- it is related to planned learning objectives
- it is positive
- it gives clear guidance in terms of the next steps in learning
- it is legible and clear
- children are aware of what objective terms refer to e.g. good, well done etc
- it encourages children to think and reflect upon their work
- it guides them to make improvements
- it encourages interaction
- the comments imply that learning is a partnership
- it builds upon comments that have been previously made
- it can take a variety of different forms including verbal feedback where necessary

## **Responsibilities**

All work in books must be acknowledged and assessed in some form. It is, however, recognised that expansive marking cannot be ascribed to every piece of work but children have a right to expect staff to regularly look at what they have done and review learning accordingly. When marking work, staff will need to consider whether:

- comments are to form the basis of a discussion between the teacher and the child
- children are expected to read comments and answer questions as appropriate
- comments are to inform future work
- comments are to correct or improve an existing piece of work

## **Guiding Lights**

In January 2015, all staff implemented Guiding Lights (see Appendix Two). Guiding Lights provide structure to the provision of feedback to all pupils and given their progressive format, they will rapidly gain familiarity with the core principles as they move through our schools.

The key terminology within Guiding Lights is as follows:

### *Key Stage 1:*

- Starlight: Key learning intention
- Guiding Lights: Stepping stones to success
- Highlights: Notable learning successes
- Group Type: Independent/Guided/Supported
- Activity: If the child has not made the expected amount of progress
- Challenge: If the child has exceeded the Starlight

### *Lower Key Stage 2:*

- Starlight: Key learning intention
- Guiding Lights: Success criteria
- Highlights: Notable learning successes
- Group Type: Independent/Guided/Supported
- Activity: If the child has not made the expected amount of progress
- Challenge: If the child has exceeded the Starlight

### *Upper Key Stage 2:*

- Starlight: Key learning intention
- Guiding Lights: Success criteria
- Highlights: Notable learning successes
- Spotlights: Specific areas for improvement
- Group Type: Independent/Guided/Supported
- Activity: If the child has not made the expected amount of progress
- Challenge: If the child has exceeded the Starlight

Guiding Lights should be used in Literacy, Grammar, Punctuation and Spelling (GaPS), Numeracy and Science on a session-by-session basis. On occasion, they are to be used for topic work, as well, particularly when cross-curricular aspects of study are being offered to the class.

### Depth and Frequency of Marking

Marking cannot be carried out in depth every time but consistent marking will help to ensure that children’s learning will progress at an accelerated rate. In core curriculum areas the following model will be observed:

Context	Marking Expectations
Guided groups (s)	<ul style="list-style-type: none"> <li>▪ Oral feedback against objectives, given whilst task is being completed</li> <li>▪ Initial any written work in books with ‘TF Group’, ‘TAF Group’ or ‘WEF Group’</li> <li>▪ Always include date</li> </ul>
Independent group assessed through plenary	<ul style="list-style-type: none"> <li>▪ Oral feedback given as part of plenary</li> <li>▪ Comments written in books if further feedback is required</li> <li>▪ Initial and write ‘Assessed in plenary’</li> <li>▪ Always include date</li> </ul>
Other independent groups	<ul style="list-style-type: none"> <li>▪ Written feedback against objectives, to include a comment, question or reference back to targets to promote future learning</li> <li>▪ Initial and date work</li> </ul>

In this way, all class members receive expansive and developmental feedback on a consistent basis. It is also expected that guided groups will change throughout the week resulting in all pupils experiencing a range of approaches to marking. It is expected that teaching staff will develop a guided teaching timetable that will help to ensure good balance can be achieved in respect of the forms of marking and feedback the children receive each week. It is noted, however, that on occasion, it will be necessary for teachers to depart from this timetable on the basis of the responses the children have provided.

Within Foundation National Curriculum subjects, the following model is observed:

- learning objective will be recorded (by the class teacher in Key Stage 1 through short term planning, by children in Key Stage 2)
- context will be recorded (individual, group, whole class, teacher led etc)
- an objective measure of success against the learning objective will be noted

- a developmental comment will be used to ensure that children are aware of the next steps in learning

As children progress through the school, they will be expected to become more involved in the marking process. This can be achieved individually, with a partner or within a small working group. The key objective is to ensure that they can review their learning and the learning of others against the learning intention (Starlight) for the session. In the early stages, a checklist will aid them in this respect (Guiding Lights) but as their familiarity with different genres and contexts increases, learning review (Highlights/Spotlights) will become the expected model. Marking by the teacher may take the form of a discussion about the comments/observations that the children have made themselves.

## Marking Code

In KS 2 the following symbols will be used to denote errors.

Code	Meaning
1 tick	Yes, this is what was needed for this piece of work
2 ticks	Well done, this is really good
3 ticks	Wow, this is excellent, you can show this to Mr. Whitney
M	1 merit
Sp	Spelling mistake
P	Punctuation mistake
D	Pupil – teacher discussion required
?	This is not what you were asked to do
I	Independent
TF Group	Teacher focus group
TAF Group	Teaching Assistant focus group easterly
WEF Group	Work experience, volunteer focus group
TPD	I have discussed this work with a teacher

In Key Stage 1, it is acknowledged that marking and feedback need to be accessible to the child. All work will be initialled and dated. Where specific support has been given, either through guided group work or intervention, the class teacher will record this with the code TPD (teacher – pupil discussion) and a note of the issue that was discussed. It might also be appropriate to include an extension (Challenge) or consolidation (Activity) task but this will depend on the nature of the discussion, the ability of the child and their overall level of independence.

## Peer and Self Assessment

As children move through our schools, teachers will develop their ability to self assess. Success criteria (Guiding Lights) denote the steps that children need to take to meet the learning objective for the lesson. In Key Stage 2, children will self-assess against Guiding Lights which will have been stuck into their books before the lesson begins. In Key Stage 1, teachers will focus the children on the steps to success (Guiding Lights) and discuss whether or not they feel they have succeeded. This will take place as part of teacher – pupil discussions (TPD).

In all years, children will self-assess against their Guiding Lights. As they move through the school, this narrative will become more detailed with Highlights (the commentary from the

child) and Spotlights (the commentary from the teacher) joining together to provide a real and meaningful conversation about the learning process.

Peer assessment is a valuable opportunity to promote a culture of learning based on positive but developmental feedback. It is expected that as children move into years 5 and 6, they will be able to use such approaches skilfully and supportively towards themselves and others.

## **Mathematics**

To aid children's organisation, consistent expectations are established. Rulers will help children to demarcate their work and one digit to each square is always encouraged. Rubbing out is not allowed as staff will be denied important assessment information as common errors will be disguised. Incorrect answers are usually marked with a single dot and this may be accompanied by:

- a remark
- an indication that the work needs to be redone
- a ? to indicate that the teacher feels an answer may be incorrect as indicated by the chosen method

When a correction is successfully completed, the teacher should indicate this with a tick.

## **Monitoring and Evaluation**

As part of the ongoing process of monitoring, subject leaders will monitor marking to ensure that it adheres to agreed school policy. Key questions will be as follows:

- Does it encourage and motivate children
- Does it help children to recognise how well they have done
- Does it successfully communicate meaning at a level that children can readily gain access to
- Is work valued
- Where appropriate, does marking clearly and sensitively indicate where errors have been made and how they can be avoided in the future
- Are corrections made in line with the learning objective for the session
- Is marking related to the lesson objective
- Is the ability of the child reflected in the comments made
- Is marking used to inform planning
- Is marking linked to curriculum targets for children
- Does the marking empower children to act on comments made
- Does marking help children to recognise that they have made progress

Each week, on a Friday afternoon, the Head Teacher will request the following workbooks from 1 pupil in each class:

- Literacy
- Grammar, Punctuation and Spelling
- Guided Reading
- Numeracy
- Science
- Topic

Written feedback will be provided to staff where areas of strength and development priorities are notified. The focus areas will be as follows:

- Monitor marking to ensure it is consistent across a range of subjects
- Assess the linkage between marking, the pace of attainment and the impact this has on planning
- Monitor how successfully children have been involved in the process of marking

### **Assessment**

It is recognised that marking is a form of ongoing assessment. To this end, the Marking Policy should be read in conjunction with the Assessment for Learning Policy.

**Signed by Head Teacher:**

**Ratified by Governors:**      January 2012

**Last Updated:**                January 2016

## **Appendix One**

The following common standards of presentation are expected:

- One straight line through an error

- Rubbers and the use of Tipp-ex are discouraged as they tend to undermine diagnostic assessment approaches. Children should not have Tipp-ex and ink eraser pens.
- Question numbers are to be written in margins
- When a new piece of work is started in Key Stage 1, children will start a new page
- When a new piece of work is started in Key Stage 2, children will rule off under previous work, miss one line and then write the date on the right hand side of the page
- All children in Key Stage 2 are expected to record the learning objective on the left hand edge of the page, at the beginning of the session
- All written work in Key Stage 2 should have a title followed by a blank line. Sub-headings are aligned on the left-hand side of the page.
- All work is marked in green ink, never red
- Any work that is being marked should be initialled and dated
- All correct work is ticked. Work that requires correction is marked with a dot, which can then be turned into a tick once corrected, or a cross if appropriate. (If there are many errors in a piece of work it is usually better to avoid any markings but append a comment indicating that you will go through the work with the child at some later stage.)
- All school books are labelled by staff, stickers in school script can be provided by the office
- Children in Key Stage 1 use pencils
- In Key Stage 2, all children are given a Berol handwriting pen (blue ink)
- In Year 3, they are used for handwriting practice only. Once a child can confidently join (cursive script), the class teacher will allow them to use their pen for literacy and topic work. Pens will never be used in maths books.
- Displayed work is an expression of what children have achieved. As a result, it is not necessary for pieces to be word perfect. This serves as a disincentive for many and undermines the validity of display as a celebration of children's achievement.
- In phonic lessons, errors are ringed and the child then re-writes the word 5 times
- Comments in Key Stage 1 should be shared with the child on a consistent basis. This will ensure that their decoding/comprehension skills in reading do not prevent them from accessing developmental feedback.
- Correction of the spoken word requires sensitivity and should be conducted on an individual basis where appropriate
- The federation has a structured approach to the management of rewards and sanctions. This can be used when children have gone beyond what is expected or, alternatively, stamps, merits and stickers can be used. Work can also be referred on to other members of staff or the Head Teacher where exceptional performance has been noted.

## **Appendix Two Guiding Lights**

### **Key Stage 1**



<b>Date:</b>			<b>Group Type: I / G / S</b>	
<b>Starlight:</b> To group objects			<b>Teacher / TA / Supply / Peer</b>	
<b>Guiding Lights:</b>			<b>Highlights</b>	
	<b>Ch</b>	<b>CT</b>		
I can read a word problem				
I can find key information				
I can show my working out				
I can record my answer				
I can check for sense and accuracy				
<b>Marking Code:</b>			<b>Activity</b>	<b>Challenge</b>

**Lower Key Stage 2**

<b>Date:</b>			<b>Group Type: I / G / S</b>	
<b>Starlight:</b> To group objects			<b>Teacher / TA / Supply / Peer</b>	
<b>Guiding Lights:</b>			<b>Highlights</b>	
	<b>Ch</b>	<b>CT</b>	<b>Pe</b>	
I can read a word problem				
I can find key information				
I can show my working out				
I can record my answer				
I can check for sense and accuracy				
<b>Marking Code:</b>			<b>Activity</b>	<b>Challenge</b>

**Upper Key Stage 2**

<b>Date:</b>			<b>Group Type: I / G / S</b>	
<b>Starlight:</b> To group objects			<b>Teacher / TA / Supply / Peer</b>	

Guiding Lights:				Highlights	Spotlights
	Ch	CT	Pe	Pupil	Pupil
I can read a word problem					
I can find key information					
I can show my working out				Teacher/TA	Teacher/TA
I can record my answer					
I can check for sense and accuracy					
<b>Activity / Challenge Pupil Comment:</b>					<b>Marking Code</b>