

# Beaconsfield Primary School

*'Shining a Light on Learning'*



- B** - **Belief**
- P** - **Perseverance**
- S** - **Success**

## Marking Policy

February 2017

## **Introduction**

At Beaconsfield Primary School we promote a 'Growth Mindset' approach to learning and believe that effective feedback is essential to accelerating progress. We recognise that quality feedback includes:

- Verbal feedback
- Written feedback
- Self-assessment
- Peer-assessment

All forms of feedback should encourage pupils to become 'reflective' and 'thoughtful' learners who recognise the progress they have made and have a clear understanding of the next steps in their 'learning journey'. We believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback which is delivered in a consistent and age appropriate way throughout the school.

## **Aims and Objectives**

**We mark pupil's work and offer feedback in order to:**

- Recognise, encourage and reward children's effort and achievement, and celebrate success.
- Provide a dialogue between teacher and children which includes clear, appropriate feedback about strengths and areas of improvement in their work.
- Improve a child's confidence in reviewing their own work and setting future targets, by indicating the 'next steps' in learning.
- Indicate how a piece of work could be corrected or improved against assessment criteria.
- Help pupils develop an awareness of the standards they need to reach in order to achieve 'age related expectations' as set out in the National Curriculum.
- Aid future planning.
- Identify pupils who need additional support/more challenging work and the nature of the support/challenges needed.
- Involve parents more directly in reviewing their child's progress and to help in reporting to parents.

**Feedback and marking should impact on learning and progress. It should not be seen as an administrative task which places undue pressures on the work/life balance of staff.**

## Principles of marking and feedback

We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be a positive one. Children should be encouraged to see it as an essential part of their learning and be encouraged to develop a 'Growth Mindset'.
- Marking and feedback is the dialogue that takes place between teacher and pupil. It should take place while the task is being completed and in the presence of the child whenever possible. This is particularly important for younger children.
- Feedback should always relate to the learning objective, the success criteria and the child's own personal learning targets as agreed in their mentoring meetings. For this to be possible, clear learning objectives and success criteria should be an integral part of every lesson.
- Teachers should allocate Dedicated Improvement Time (DIT) for the pupils to reflect on their feedback and respond to it every day. This could form part of the lesson itself or a morning activity. The child must be able to read and respond to the comments made, and be given time to do so.
- Where the child is not able to read and respond to written marking in the usual way, other arrangements for communication should be made.
- Praise should focus on **effort** (e.g. You worked really hard on that) and not ability (e.g. You are really clever at maths) in order to develop a 'Growth Mindset'.
- Praise and 'next steps' should be **specific** and relate to the learning objective, success criteria or the child's personal learning targets (e.g. Well done for using capital letters for proper nouns).
- 'Next steps' should be ones which children can address **quickly**. 'Gap tasks' should be used wherever possible to support this. 'Gap tasks' encourage children to go back and correct or improve their previous work (e.g. Read your work again and add capital letters for proper nouns) or extend their learning through a short task (e.g. Can you write three sentences using the conjunction 'however'?).
- Regular opportunities should be provided for children to use self and peer assessment (against clear success criteria). Children will use a **purple pen** when engaged in self and peer assessment activities. The teacher should review marking completed through self and peer assessment.
- Marking and feedback must be used to inform future planning and interventions. Evidence of this will be seen in teachers' day books and in intervention records.

## Expectations for written feedback

- All work should be marked and spelling, punctuation and grammar errors should be addressed at an age and ability appropriate level for the child (see appendix for marking codes).
- In English and maths lessons teachers' 'focus marking' (more detailed) should concentrate on a minimum of 6 pupils per lesson. This will usually be the 'focus group' working with the class teacher. Therefore at least one piece of detailed marking each week should be evidenced in pupils' English and maths books.
- In subjects other than English or maths 'focus marking' would usually be expected on a minimum of 2 pieces of work every half term. We encourage children to apply their English and maths skills appropriately across all subjects however marking in foundation subjects should primarily focus on the key skills of that subject (e.g. marking in history books will primarily focus on key history skills).
- Focus Marking' will include areas of strength (indicated by a \*) and 'next steps' (indicated by a #).
- Marking can and should be undertaken by support staff working when working with a focus group.
- Written comments need to be neat, legible and respectful of the pupil's work. Adults should model handwriting in accordance with the handwriting policy.
- Marking should always be completed promptly (ideally before the next lesson) so that children have the opportunity to address 'next steps'.
- Staff should monitor how well children are responding to marking and must intervene if they are failing to do so appropriately. For example: If a child has been asked to add capital letters for proper nouns and has not done so then the teacher must ascertain the reason for this and provide appropriate support where necessary.
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- Pupils should be encouraged to assess their work ahead of marking. This helps pupils to 'self-reflect' on their own learning. When appropriate, children may mark their own or another child's work, but the teacher must always review this marking.
- Poor presentation of work or poor effort should always be addressed and children should be encouraged to take pride in their work at all times.

## Marking pens

- Use of **marking codes** (see appendix) will be completed in **red pen only**.
- All **written comments** (specific praise and 'next steps'/'gap tasks'/questions) are completed in **green pen only**.
- We use **yellow highlighter** to show the children where they have **met the success criteria**.
- Children will use a **purple pen** to indicate a **self or peer assessment activity (including editing and redrafting following feedback)**.

## A Whole School Approach

In order to maximise impact feedback and marking should:

- Be consistent across year groups
- Be developmental across the age-range of the school
- Be consistently applied by all those working with children in school, including support staff and supply teachers.

## Additional Resource Provision (ARP)

Marking should always reflect the needs of the learners. Adults working in our ARP will mark according to the principles of the marking policy but will make appropriate adaptations to meet the individual needs of the children. This will often include the use of 'Communication in Print'.

## Foundation Stage

As above, marking in EYFS will reflect the key principles of our marking policy however suitable adaptations need to be made to reflect the age of the children. Please see appendix 2 for further details about marking in our Reception classes.

## Monitoring

To ensure consistency and to measure the impact of feedback and marking on children's learning, the procedures laid out in this policy will be reviewed regularly by the SLT and discussed with staff and the governing body. Subject leaders are also responsible for ensuring that the above procedures are adhered to when conducting book scrutiny and/or lesson observations.

## APPENDIX 1 Marking Codes

Codes to be used in marking (Red pen only)

Code/Symbol	Meaning of Code
√	Correct
√C	If a 'C' is added after the tick then this indicates the child was able to correct independently after the first incorrect attempt.
X	Incorrect
*	A comment relating to an area of <u>strength</u> (detailed marking)
#	A 'next step'/'gap task'/question
<u>underlined</u>	Spelling error.
• correction	The child should copy out the correct spelling of the word three times (usually in the margin or at the end of the piece of work).
V	Verbal feedback given. In KS2 Children should record the verbal feedback given by the adult next to this symbol when appropriate.
//	Paragraph needed
^	Omission
<u>Gr</u>	Grammatical error
<u>CL</u>	Capital letter(s) missing
<u>FS</u>	Full stop(s) missing
,!?" (: : ...	Adult to add in any punctuation missing at age appropriate level
CTs	Class teacher support
TAs	Teaching assistant support
☺	Smiley awarded for effort (whole school reward scheme). This will be ticked when the child has received their smiley.

## Appendix 2 EYFS Marking Policy

- **Marking is done with children verbally. It is done using the same pictorial symbols as writing cues for children. This could be:**

- Printed onto strips to tick with children and stick into books
- Printed at bottom of writing frames to tick with children
- Written by the adult

This feedback can then be referred to during the next writing session so children know what they are aiming to do.

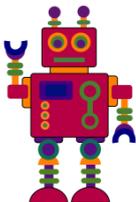
- **Detailed marking is carried out by the teacher for half the class each week.** (NNEB will complete the other activities).

**The other half of the class will have verbal feedback only.** The symbol **V** will be included for verbal feedback.

- Marking will not be detailed for child initiated activities.
- **Next steps are verbal** or may be indicated on marking strip as **NS**.
- Writing targets are on display in writing area for all adults to encourage children when writing E.g. gaps / 1<sup>st</sup> letter sound / segment word / tricky words
- **Children will usually respond to feedback immediately** in most cases and not during the next lesson.

E.g. letter formation, finding & writing a wrongly spelt tricky word, sounding out a CVC word they know sounds for etc.

- Sometimes this may not be in books but will be incorporated into Early Years environment eg. Sand tray / chalks (large & small mark making)
- Children are working towards their individual targets (usually based on the marking strips) and so learning objectives are not written into books.

					
Think of the sentence.	Count the words in the sentence.	Say the word.	Robot the word.	Write the first sound.	Write more sounds.
					
Read back your writing.	Use full stops.	Uses capital letters.	Uses finger spaces.		

### Reception Marking Strips for Writing

- Write **S** if supported work or **I** if independent work **Enc** if encouraged
- Marking strips will be used to mark a piece of child's writing.
- Pictures will be ticked if those skills are seen in the piece of writing or writing process.
- '**NS**' will be written under pictures that relate to the child's next step.
- Gap tasks e.g. Handwriting practise, CVC / tricky words can be done after marking or verbal feedback. (could also be out of books eg.sand)
- Half class writing will be marked in detail each week.
- Half class will have verbal Feedback each week '**V**' will be written
- Pupils will have the marking strip in front of them as a prompt as they write and as a reminder of next step.

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