



Hanley St Luke's C of E Aided Primary School Marking Policy

Introduction

'Effective assessment for learning with constructive, objective comments can help to raise standards, pupils who are given written or spoken comments on how they can improve their work make greater progress than pupils only given marks or levels.'

This policy outlines the requirements for efficient marking across the curriculum at Hanley St Luke's. It is the ongoing responsibility of **all staff** and is monitored by senior management and subject coordinators. It is an entitlement of all children to receive regular, informative feedback and encouragement, and the time needed to respond and act upon their advice. It is the responsibility of whoever has taught the lesson to mark the work whether teacher, teaching assistant or supply teacher. TAs and LSPs may mark work for individuals or groups according to their roles and support in lessons. (This should be indicated using the policy stamps)

Purpose

The purpose of marking is to:

- Praise the children's work.
- Raise self esteem and confidence.
- Improve their learning and close the gap (identify next steps and set targets).
- Provide opportunities for self and peer assessment.
- Check the children's learning and understanding.
- A diagnostic tool to inform planning and support (AfL).
- To measure progress against given standards including learning challenges and success criteria.
- To set measurable targets.
- To ensure consistency across the key stages.
- To check progress to allow teaching and planning to be adapted.

Forms of Marking

Marking and feedback is delivered in a number of different ways at Hanley St Luke's. Teachers use green pen to mark so that it is clearly identifiable to the children. Stampers are used for consistency, ease and efficiency, so that children become familiar with the terminology and symbols, and so that the same phrases do not have to be written out onerously by staff. Whenever appropriate, teachers should give verbal feedback on an individual or group basis. This is indicated in class work with a 'verbal feedback given' coloured stamp. This means that the children's work has been discussed with an adult, and self or peer assessed.

Stampers are used to indicate the success of the child towards the learning challenges and success criteria e.g. traffic lights, or expression faces. Teachers assess for learning according to the needs and requirements of each child.

Marking may also include the use of praise stamps and stickers, and other rewards to encourage, reward and promote effort. These can be decided upon by class teachers, to encourage varied and regular praise.

Children self and peer assess through embedded systems in addition to a teacher marking cycle tailored to the needs of the class; where teachers offer written, in depth feedback to identify next steps in learning and close the gap. Children then respond to this in purple, using their 'purple progress pens' which they are motivated to use, and the teacher should check the understanding.

This should entail emphasising a skill that the children have done well, a skill that they need to improve upon or practise, and then a next step to extend their learning or consolidate the skill that they need to work on to improve their work. All work completed is marked in some way according to best fit following this policy.

In KS2, What went well, Even Better If and Next Step marking for English and Mathematics will occur (a minimum) of one piece per week for each child, in both subjects. For foundation subjects (topic books) and R.E, at

least twice per half term. All work will be assessed clearly whether adult's written feedback is given, verbal, peer or self assessment.

In KS1, frequency is above, but with Two Stars, next to the success criteria and A Wish as their target/ next step.

Core Subjects

Feedback in green pen will be given prior to the next relevant session in order to provide guidance and opportunity for improvement, and to promote self esteem. English and Mathematics books are marked with 'What went well, Even Better If and Next Step' marking at least once per week in KS2, and Two Stars and A Wish in KS1. These are always responded to by the children in purple pen in KS2. Teachers should also check the response is appropriate. All other core subject work is assessed using the other methods detailed in this policy.

Foundation Subjects

This marking policy applies across the curriculum throughout all subject work; including R.E. 'What went well, Even Better If and Next Step' marking should be used at least twice per half term in RE books and topic books. The stamps and self/ peer assessment methods are used as a tool to aid learning and help children to make progress.

TA and Supply Teacher Marking

If a teaching assistant or supply teacher has taught or covered a lesson, it is their responsibility to assess and mark the work completed by the children (also in green). It should be marked in the most suitable form following this policy, and indicated who it has been marked by using the relevant stamper- either 'Marked by Your Supply Teacher' or 'Marked by Your TA'.

Verbal Feedback

Across all core and foundation subjects it is important to involve the children in discussions about their own, and their peers strengths and targets to improve. Verbal feedback may be given by a teacher or other adult working in class, or in some cases by their peers. When this is the

case, it is identified in their books with a coloured 'Verbal feedback given' stamp and initialled if necessary. The verbal feedback should include praise and indication of areas done well and something that would make their work better next time, in correlation with the 'What went well, Even Better If and Next Step' approach. Children may be spoken to on an individual, group or whole class basis as appropriate.

Written Feedback

Every child's book will be marked in depth, with 'What went well, Even Better If and Next Step' marking at least once a week in all core subjects, in a rolling programme alongside verbal feedback and self/peer assessment. (In green pen)

They will always be responded to by the children (in purple pen KS2). The groups and marking style will be determined by AfL and the class teacher.

All work will be marked in some form- e.g. verbal, self/peer or by an adult.

When in depth written feedback is given, work should be annotated as necessary. It should take the form of praise, skills to improve and to identify next steps and challenge, model correct methods with an example to complete, highlight errors with correct method modelled, identify gaps and errors and address appropriately (see appendix 1)

The pen used by the adult should be in a different colour to the child's work, and the child's responses to allow easy identification. The children should be allowed time to reflect and respond on the comments given. Children should be given appropriate time to respond to these comments with their purple pens.

Written comments should be directly linked to learning challenges, success criteria, targets and individual needs; in addition to key English and Mathematics skills across the curriculum. They should also be differentiated according to age, need and ability. To ensure consistency throughout the school, staff are required to use and display the agreed symbols (see appendix 2).

Self and Peer Assessment

Verbally and physically children use self and peer assessment on a daily basis, in all subjects including Physical Education. Traffic lights are against every learning challenge and success criteria on the children's work to indicate their success. These prompts are displayed in all classrooms, and Peer/ Self assessment agreements may be included in children's books.

Children should record self assessment in their books, next to the learning challenge as an appropriate coloured dot to represent a traffic light (See Appendix 3). There are self assessment cubes and cards available for staff to use as a tool to encourage and/ or scaffold children's learning.

Children in Key Stage 2 use the "What went well, Even Better If and Next Step' format (see Appendix 4) to assess each other's work. This also takes place following extended writing, (in addition to other subjects) and the children are given time to respond and discuss each other's findings.

They are encouraged to offer sensitive praise and constructive areas to improve upon. When it is in written form children indicate clearly who has given the feedback by writing their name carefully next to their comments. They should respond in purple pen so that it stands out, and it is written neatly.

Homework

From year 2 to year 6, two pieces of homework are given on a weekly basis as appropriate, one for maths and another following the year group topic. Due to the child centred nature of our homework, the already strong focus on basic English and Mathematical skills and its design to be used as a discussion tool at home, it is not required to be marked in great depth.

All pieces, however, should be checked by an adult in school on a weekly basis and this is indicated on the task sheet within homework books, and

on the pieces of work themselves. Usually a positive comment and/or stamp is adequate, and if any misconceptions, Mathematical or English errors, or lack of effort is noted then written or verbal feedback may be given. Children may be moved up the chart for great work, and any exceptional efforts may be sent to the Head teacher to be shown during the awards assembly for 'Work of the Week'. During boosters and SATs in year 6, homework is given and marked on a more regular basis.

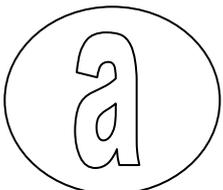
Equal Opportunities

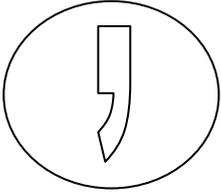
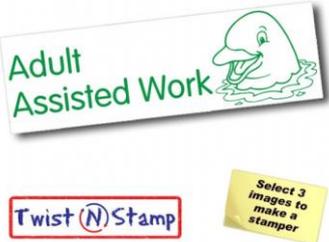
We provide opportunities for all our children, regardless of age, ability, gender, ethnicity or vulnerability. Marking is used to develop children's self esteem, confidence and to provide feedback. It is differentiated and adapted for all children taking note of those with special needs, including gifted and talented children. We offer a broad and balanced curriculum encompassing year groups, key stages and the whole school, children's work is assessed and marked to help every child reach their full potential, and to move their learning on. Our school has an equal opportunities policy which all staff adhere to.

Appendices

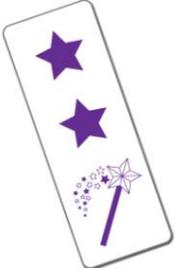
Appendix 1

Marking Symbols

	<p>Start a new paragraph. This is where a new paragraph should begin.</p>
	<p>Incorrect use of capital letter. If the letter is circled, it should be either upper case or lower case. Your teacher will show what should be there instead.</p>

	<p>Incorrect use of a punctuation mark. If the mark is circled, it should not be used where it is placed. Your teacher will show what should be there instead.</p>
	<p>Something doesn't make sense. You need to read your work carefully and check it for mistakes. Your teacher may put a squiggly line underneath the part you should look at.</p>
	<p>You have missed a letter or a word here. Your teacher will usually fill in what is missing to show you.</p>
	<p>An adult has spoken to you about how you got on in the lesson/ with your work.</p>
	<p>This indicates that a teacher, teaching assistant or other adult helper in your class worked with you during this lesson.</p>

   	<p>A supply teacher or teaching assistant has given you verbal feedback or marked your work during this lesson.</p>
	<p>This is a target to show you what you need to do to make your work better. Have a go at this and write your response underneath with your purple pen.</p>
	<p>This is correct/ Good work.</p>
	<p>This is not correct, check your work, look at your teacher's comments or have another go.</p>
<p>sp _____</p>	<p>Word underlined is spelt incorrectly. You could look in a dictionary, spelling log or your teacher may have written the correct spelling above your word or in the margin.</p>

 <p>Impression = 34.5 mm x12.5 mm</p>	<p>Traffic lights or Emotion Faces- These will be stamped next to your learning challenge by your teacher to show you how well you have succeeded in that lesson.</p>
	<p>This will show you what skill you have done really well, and how your work could be even better if you included, or did something else.</p>
	<p>This will show you what skill you have done really well, and how your work could be even better if you included, or did something else.</p>

Appendix 2

Feedback and 'What went well, Even Better If and Next Step Marking.'

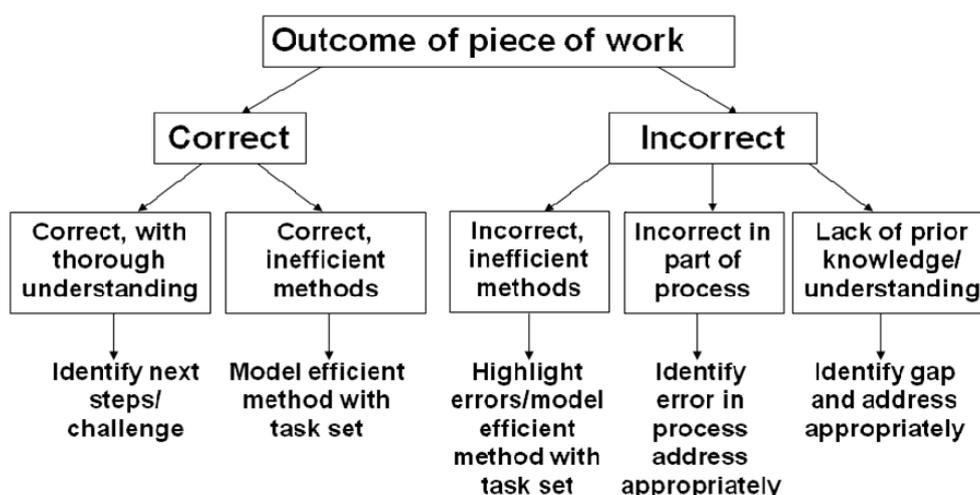
How can marking and feedback be improved?

Feedback should relate to:

- What went well (skills)
- How the work could be made even better (skills)
- The extent to which the pupil has achieved the learning challenge;
- What the pupil understands and does not understand (linked to success criteria);
- What the pupil needs to do next to improve.
- Allow the children to understand, respond and improve to given instructions and feedback.
- Next Steps- Pupils should be given the opportunity to reflect upon or respond to all feedback, through writing, and possibly through discussion with the teacher or a peer. In this way, the marking and assessment that is consistently provided will identify targets and next steps and help to close the gap in

Common outcomes for pieces of work

Children's work can be split into five general outcomes; they may give you guidance on the type of feedback to give:



Marking Improvement Prompts

1. A reminder prompt

Most suitable for more able children, this simply reminds the child of what could be improved:

Say more about how you feel about this person.

Interestingly, many teachers write this kind of prompt for all children. Most children need more support than a reminder prompt.

2. A scaffolded prompt

Most suitable for children who need more structure than a simple reminder, this prompt provides some support.

Can you describe how this person is a good friend?

or

Describe something that happened which showed you that they were a good friend.

or

He showed me he was a good friend when.... (Finish this sentence)

3. An example prompt

Extremely successful with all children, but especially with average or below average children, this prompt gives the child a choice of actual words or phrases.

Choose one of:

He is a good friend because he never says unkind things about me.

My friend is a friend because he is always nice to me.

WWW: You've added the units column and carried the ten correctly.
 EBI: You've got a bit mixed up when carrying other numbers.

Next Step: Move back to expanded addition as this will help you to carry from the tens column to the hundreds. Have a go at this

$$\begin{array}{r} 178 \\ + 167 \\ \hline 345 \end{array}$$

WWW: You've used addition to calculate the correct answer.
 EBI: Try using multiplication to calculate the repeated addition
 e.g. $60p \times 4$ plus $85p \times 2$
 $= £2.40 + £1.70$
 $= £4.10$
 Next Step: How much would it cost for 5 plain and 3 star candles?

Write the correct sign $>$, $<$ or $=$ in each of the following.

$(10 + 5) = 6$

$3 \times (4 + 5) = 27$

$(10 \times 4) \div 20 = 20$

A shop sells candles.

plain candles 30p each star candles 60p each stripe candles 80p each

Sapna buys 4 star candles and 2 stripe candles.
 How much does she pay altogether?

Show your working. You may get a mark.

WWW: You've worked out the value of each side of the number sentence and have used = correctly.
 EBI: Remember $<$ means is less than and $>$ means is greater than.
 Next Step: We'll talk about this concept together.

20 Calculate

Show your working. You may get a mark.

$$\begin{array}{r} 145 \\ \times 337 \\ \hline 4260 \\ + 1015 \\ \hline 5275 \end{array}$$

4.10p

5275

WWW: Nearly there s you've partitioned correctly into 30 and 7 and have followed the correct process.
 EBI: Try to use the grid method to improve efficiency and use a multiplication square to check your tables.
 Next Step: Try 145×35 using the grid method.

Show the reflection of shape A in the line of symmetry.

icy 2015

WWW: You have drawn the shape correctly and neatly.
 EBI: You reflected the shape instead of rotating the shape, use a mirror to help.
 Page 12
 Next Step: Ill show you how to check the reflection using tracing paper or a mirror, so you can try some other reflections.