



Thornaby Church of England Primary School

Marking Policy

Introduction

At Thornaby Church of England Primary School we believe that feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

Aims

To use the marking of children's work across the curriculum as a strategy to:

- show that we value the children's work and through praise encourage them to value it too
- feedback to children on performance, supporting their progressive development
- provide an assessment record.

Marking For Assessment

Marking children's work should be a manageable form of record keeping for everyone. This should feed into school assessment records, which are based on subject specific skills and National Frameworks. It is immediately available to, and 'owned' by the child, and should have more impact on learning.

Marking should focus on how well a child has achieved the learning outcome. This is not simply through secretarial skills, but through written and oral work, as well as contributions to lessons.

In learning situations teachers should ask themselves whether learning intentions and objectives are clear to the child.

Marking As Feedback

Written feedback can lead to improvement in attainment by specifying achievement. This in turn supports raising standards across the curriculum. Feedback is directed, therefore, from the teacher to the child on what is good, and what can be improved. Feedback can be written or verbal.

Feedback is a combination of specifying attainment and improvement on previous work and setting targets for future development. It can take place either individually, in a group or the whole class.

Whenever possible, marking and feedback should be shared with the child by either the teacher or teaching assistant. This will be noted in the child's book by VF.

When marking is undertaken away from the child, teachers should consider:

- Does the child understand the symbols?
- Can the child read my comments?
- Do I allow time for these to be read?
- Do I plan in time for some improvement to the work or correction work?
- For assessment to be formative, the feedback information has to be used.

Improvements can be made when re-drafting, but not all work needs to be redrafted.

Marking is, therefore, based on

- WALT (We Are Learning Today) and WILF (What I'm Looking For) in KS1.
- Lesson objectives and success criteria in KS2.
- When marking ALF (Always Looking For) should always be considered. This can allow a better focus for the child.

Effective marking should include the involvement of children in assessing their learning.

Effective marking should :

- Provide clear feedback to children about strengths and areas for development in their work;
- Recognise, encourage and reward children's efforts and progress.
- Record children's progress;
- Help parents to understand their child's strengths and areas for development in their work;
- Provide children with next steps/targets for improvement;
- Address misconceptions;
- Be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work)
- The teacher's response to a piece of work will be determined not by the number of errors found in it or the state of the handwriting, but by the content.
- Consideration will be given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

Teaching assistants will be expected to mark in the same way with any child or group of children they work with. This marking should be initialled. A crib sheet will be given to supply staff to ensure that marking is carried out appropriately. Supply staff will mark in purple.

Agreed Marking System (KS1 & KS2)

Marking (general.)

- To be compatible with Assertive Mentoring all marking will be done in orange and green.
 - ❖ Orange for targets/aspects requiring further work.
 - ❖ Green for positive comments.
- Staff must indicate if work has been completed independently, with adult help, in a group or by using apparatus.
- This should be recorded (in green) in the top left hand margin or the top corner of the page using the following symbols.

TH	Teacher help
TAH	Teacher Assistant help
OAH	Other Adult help
I	Independent work (EYFS & KS1 only)
P	Paired work
GW	Group work
PM	Peer marking
VF	Verbal feedback (Initialled by person giving feedback)

Agreed Marking System (EY)

- Staff must indicate if work has been completed independently, with adult help, in a group or by using apparatus.
- This should be recorded (in green) in the top left hand margin or the top corner of the page using the following symbols.

AL	Adult Led
CI	Child- Initiated Work
AH	Adult help
I	Independent Work
EQ (What was used?)	Equipment Used <i>i.e. sound mat, number line, cubes etc</i>
GW	Group work
PM	Peer marking
VF	Verbal feedback (Initialled by person giving feedback)

EY

- All work must be dated.
- I can statements will be highlighted in
 - green if they are achieved
 - amber/orange if they are nearly achieved
 - red if not achieved
- Any transposition of children's work should be done in biro, as should teaching notes.
- ❖ Verbal feedback should be indicated by writing VF at the bottom of a piece of work.
- ❖ The person giving the verbal feedback should initial the VF symbol. This should be written in green if it is positive and orange if it is a teaching point/target.
- Words that children are expected to know but are spelt incorrectly should be underlined in orange and the correct spelling put in the margin nearby or at the bottom of the piece of work. (SUMMER TERM)
- There are occasions when peer marking should be encouraged in both literacy and maths.
- Children carrying out the marking should use a different colour to that used by the child completing the work.

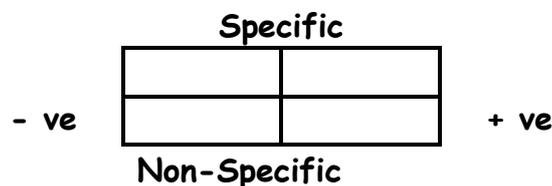
KS1

'ALF' (Always Looking For) statements should be displayed at KS1, (both literacy and numeracy)

'WILMA' (What I'm Learning More About) or 'WILF' (What I'm Looking For) statements should be stuck in the children's books.

- ❖ Verbal feedback should be indicated by writing VF at the bottom of a piece of work.
- ❖ The person giving the verbal feedback should initial the VF symbol. This should be written in green if it is positive and orange if it is a teaching point/target.
- ❖ If a group require the same target or further work VF can be used and the feedback given at the start of the next lesson. The content of this VF should be noted either in a book or on the planning.

- All marking should be positive and specific.



- Any transposition of children's work should be done in biro, as should teaching notes.

- If an answer/word is incorrect a green dot maybe used to indicate this and the child can reattempt.
- This second attempt will then be marked with a tick and a small c to indicate that it is a correction.

- Orange and green should be used for all literacy marking.

- There are occasions when peer marking should be encouraged in both literacy and maths. On these occasions it is essential that the WILMA/WILF in KS1 are at the start of the work so the children know the criteria for marking.
- Children carrying out the marking should use a different colour to that used by the child completing the work.
- KS1 children can add a smiley face at the end of marking

- Unless corrections are completed in lessons, a time will be given the next day to complete any corrections.

- A child who has completed the work correctly without any problem should be given an extension question to consider when the others have correction time.

- A fold out copy of the pupil's Assertive Mentoring targets will be stuck in the back of their maths and literacy books.

- Success Criteria will be highlighted in
 - green if they are achieved
 - amber/orange if they are nearly achieved

If they are not achieved a comment is made in orange.

<ul style="list-style-type: none"> • When marking planning work/draft pieces marking should be done to the WILMA statement (KS1) and at least one positive specific comment and one development point should be made.
<ul style="list-style-type: none"> • Final pieces should be marked to WILMA(What I'm learning more about), WILF (What I am looking for) and ALF in KS1 (The children should be reminded that you will be marking to WILMA, WILF and ALF before starting their final work)
<ul style="list-style-type: none"> • At some point the children will be given time to look at and react to the comments made about previous work with the support of the teacher or independently. • Children should initial the comment to show they have read it. There should be some evidence of the child correcting some errors.
<ul style="list-style-type: none"> • Words that children are expected to know but are spelt incorrectly should be underlined in orange and the correct spelling put in the margin nearby or at the bottom of the piece of work. These should be written correctly a number of times or in their spelling book.
<ul style="list-style-type: none"> • A green tick should be used to indicate if a phrase has been added from a word bank. Green ticks also indicate correct use of ALFs and specific success criteria.
<ul style="list-style-type: none"> • A positive comment should be made on the work in green.

<ul style="list-style-type: none"> • The children can add a positive comment. • PM must be added in the margin.
<ul style="list-style-type: none"> • At the beginning of the next lesson children should be given time to do any corrections unless starting a new topic, when a separate time will be given.
<ul style="list-style-type: none"> • A child who has completed the work correctly without any problem should be given an extension question to consider when the others have correction time.
<ul style="list-style-type: none"> • A fold out copy of the pupil's Assertive Mentoring targets will be stuck in the back of their maths and literacy books.
<ul style="list-style-type: none"> • Lesson Objectives will be dotted in <ul style="list-style-type: none"> ➤ green if they are achieved ➤ amber/orange if they are nearly achieved <p>If they are not achieved a comment is made in orange. In UKS2/intervention groups/SEN a comment is made at the end of the learning objective (maybe a week's activity) re the achievement of the target.</p>
<ul style="list-style-type: none"> • When marking planning work/draft pieces marking should be done to the learning objectives and at least one positive specific comment and one development point should be made on the majority of occasions. • Final pieces should be marked to the lesson objectives, success criteria and ALF in KS2 (The children should be reminded that you will be marking to the lesson objective, success criteria and ALF before starting their final work)
<ul style="list-style-type: none"> • At the beginning of a lesson the children should be given time to look at and react to the comments made about previous work. • Children should initial the comment and make their own comment in brown pen to show they have read it. There should be some evidence of the child correcting some errors.
<ul style="list-style-type: none"> • Words that children are expected to know but are spelt incorrectly should be underlined in orange and the correct spelling put in the margin nearby or at the bottom of the piece of work. These should be written correctly a number of times or in their spelling book.
<ul style="list-style-type: none"> • A green tick should be used to indicate if a phrase has been added from a magpie book. Green ticks also indicate correct use of ALFs and specific success criteria.
<ul style="list-style-type: none"> • A positive comment should be made on the work in green.

October 2012 - (Changes made March 2013)

To be revised October 2014

Revised October 15

Revised October 17