

Effective Marking Policy

Introduction

At Mayfield School the Marking policy is part of a set of policies on assessment, record keeping and reporting. Marking is an important part of the assessment process and reflects the aims of the school, which seek to encourage the highest possible standards for each child. The marking policy aims to encourage a positive self-image and increase pupil independence in learning. The marking policy takes into account the school's policy on equal opportunities.

Background

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

In a recent study about marking, students highlighted a number of points they like:

- to see that their work is carefully considered
- to know that their effort is acknowledged
- to know clearly what they do well, where they go wrong, and, specifically, how they can improve
- detailed comments but not too much writing
- honest comments
- stickers and stamps (even for older children)
- time to read what a teacher has written and to ask questions
- grades and levels for work based on clear success criteria
- seeing examples of good work from other students.

The way that work is marked can make or break the essential dialogue between teacher and learner: this is the dialogue which enables a student to know how well they are working, what their strengths are and what to do next to improve. Marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria. Marking should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across each stage within our school, that informs and influences our planning and which enhances children's learning.

Effective marking should:

- Identify achievements and the next steps in their learning
- Relate to learning objectives and success criteria for each lesson
- Give children specific praise for the success of their work, showing it is valued
- Give children clear strategies on how they can improve their work
- Be read by pupils and time should be given for them to improve their work
- Be manageable for the teaching team.
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Show consistent codes and procedures throughout the school
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their children's work.

Although excellent teaching and assessment are central to students' high attainment, not all pieces of work can be quality marked. Acknowledgement should always relate to the learning intention. **At least one in every 5 pieces of work should be quality marked.** Teachers need to decide whether other pieces of work will simply be acknowledged or given detailed attention.

Monitoring

Marking should be regularly scrutinised and books should be seen as part of both lesson observations and learning walks by the SLT. All curriculum leaders should moderate work and sample marking.

Quality marking

Every piece of work will be marked however quality marking should happen at least once every 5 pieces but may be more if required.

This will involve:

- Reading the entire piece of work.
- Assessing the work against the learning objective and the success criteria/APOL grid
- Making positive comments about some elements of the work
- Commenting on PET HQ
- Finding between 1-2 areas for improvement.

In literacy, please try to vary the areas for development across the AFs

Children's response to the comments

- Children should be given time, at the start of the day/ or in a discrete time set, to read and respond to the written feedback the teacher has provided.
- Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- Children should be expected to respond to the written feedback, either by correcting mistake in a pencil/different coloured pen or by writing a reply. When children have responded to feedback, teachers should initial their feedback to acknowledge the child's response or use the √© symbol where appropriate.

Self/peer evaluation

- All children should be reminded to self-evaluate against success criteria and older children should be encouraged to identify their own three successes and look for an improvement point. This may be referred to as "Two Stars and a Wish". Younger children may use traffic lights or smiley faces as an alternative method. The plenary could then focus on this process as a way of analysing and learning. This process should also highlight specific children who need targeting with specific things through a focus group or individual attention.
- Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement using the "Two Stars and a Wish". Children should sign their name after completing this evaluation. Again this process needs guidance from the teacher – what to look out for in peer evaluations so comments from peers are useful and helpful.
- Assessing work against an APOL grid is also another marking strategy useful for both self, peer and teacher evaluation.

Assessed marking

A short time after completing a unit of work or at the end of each half term depending on the subject, an assessed piece of work should be undertaken and marked against a checklist of criteria that should be stuck in books. Areas for development should then become targets for the next term and should be fed back to parents at consultation meetings as areas for development.

Marking improvement prompts:

- Reminder prompt: linked to success criteria and L.O. e.g, Say more about..... Explain this....
- Scaffolded prompt: A sentence given by teacher with missing words or an open ended question e.g, Could you try and make the ending more interesting? Describe the...
- Example prompt: giving two or more alternatives or asking the child for an idea of their own.

Basic marking:

The learning objective and date will be at the top of all pieces of work.

Basic marking would include one or some of the following:

- Verbal comments during the lesson and after lesson
- Assessing against the LO and SC
- Use the codes to mark; no comments need be written at the bottom
- Praise could be given on any/all of PET HQ

Foundation stage

In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise
- Stickers and stamps
- Written annotations, short and narrative observations (written)
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work or special books

KS1 marking codes

Mark	Meaning
☺ LO	You have understood this work.
☹ LO	You are beginning to understand this work.
*LO	You need some help -see me!
I	Independent work
FG	Guided /Focus Group work
PG	Pair or group work
ST	Supply teacher
S	Needed support from an adult to achieve the learning intention If TA supporting, then initials of TA otherwise assumed as teacher.
√	Correct

Corrections

CL	Capital letter needed
FS	Full stop needed
P	Punctuation is incorrect or missing
SP	Spelling error: correct spelling may be given or they need to look it up if they should know it. Please write correct spelling 3 times
√©	Corrections seen and completed
?	Something doesn't make sense. You need to read your work carefully and check it for mistakes
●	Think again

Feedback comments

V	Verbal feedback given
→	Next step/s
T (in green)	Target achieved
	You need to try harder
	Good contributions on the carpet
HP	House point given for Presentation/ Effort/ Target/ Handwriting/Quality (maximum of 5 for a single piece) PET HQ might be helpful!

Marking codes for KS2

Mark	Meaning
√ LO	Achieved the learning objective
SC	Teacher gives an indication of how successful the pupil has been (either 1, 2, 3 or 4 if needed) in achieving the skills/learning objective required that lesson.
*LO	You have misunderstood this lesson. Please be in the next focus group either with teacher or TA.
I	Independent work
FG	Guided /Focus Group work
PG	Pair or group work
ST	Supply teacher
S	Needed support from an adult to achieve the learning intention If TA supporting, then initials of TA otherwise assumed as teacher.
√	Correct

Corrections	
CL	Capital letter needed
FS	Full stop needed
P	Punctuation is incorrect or missing
G	Grammar is incorrect; please correct
SP__	Spelling error in underlined word: please find correct word in dictionary and write correct spelling 3 times
//	New paragraph
//?	Where should you have a new paragraph?
∧	Add an interesting word if between words <i>or</i> improve word choice if underneath a word (useful for encouraging the correct terminology in science for example)
?	Something doesn't make sense. You need to read your work carefully and check it for mistakes.
●	Think again
√©	Corrections seen and completed

Feedback comments	
V	Verbal feedback given (use of stamp)
→	Next step/s
T (in green)	Target achieved
	You need to try harder
	Good contributions on the carpet
HP	House point given for Presentation/ Effort/ Target/ Handwriting/Quality (maximum of 5 for a single piece) PET HQ might be helpful!