

# **North Duffield Community Primary School**

## **Marking Policy**

### **Aims**

North Duffield Community Primary School aims to develop enthusiastic, confident and active learners who are effective in their approach to education in the primary phase, in their future education and life in an ever-changing world.

- To fulfil every child's potential through a commitment to high standards of teaching that actively motivates and challenges all children, engaging them in a broad and relevant curriculum.
- To offer learning experiences that cater for children's individual learning needs.

Marking of pupils' work in all areas should be regarded as a regular means of formative assessment that is linked to the learning objective within a unit of work and ultimately the child's target. Marking should be a positive experience for a child. It should focus on what the child can do and help them to understand any mistakes; stating clearly the next step for learning. Wherever possible marking should provide the child with opportunities to reflect upon their learning, correct and move on.

### **Purposes of Effective Marking**

- provide clear feedback to children about strengths and areas for improvement in their work;
- recognise, encourage and reward children's effort and progress;
- focus on areas of learning where groups and individual children need specific help;
- provide a record of children's progress;
- establish progress towards set targets for literacy and numeracy;
- inform planning and future learning; and
- help parents understand strengths and weaknesses in children's work.

### **Marking Children's Work – Make Sure**

- comments say what objective or part objective a child has achieved (they show success)
- comments inform future work; or indicate how to correct or improve an existing piece of work
- comments are used to form the basis of discussion between the teacher and child; and
- comments are short, clear and positive and linked to planned learning objectives.

## **Sharing learning intentions with children to promote learning**

The learning objective for every lesson should be made clear to all the children by using a smiley face to indicate the required learning objective. The learning objective should be written clearly, in child friendly language, and differentiated appropriately to reflect ability.

Marking should then clearly link back to the learning objective using the smiley face symbol. The next step, improvement or correction is shown using a thought bubble – something to think about, the word ‘remember’ is a good way to introduce an improvement. Avoid using ‘but’ as children interpret this as what they have failed to do.

**Example:**



**Great use of adjectives to describe.**



**Remember to use “ ...”.**

## **Target Marking/Verbal Feedback**

Target a group in class, mark and discuss work together – oral feedback. TA can also be asked to contribute in providing feedback for a supported group. Wherever possible teachers/teaching assistants should provide individual verbal feedback to children. This should be shown in books by use of the following symbols; (1:1 –TA) (1:1 – T) ( 1:1 – ST) Again verbal feedback should be linked to the relevant objectives, achievements and steps for improvement.

## **Support**

Marking and comments may indicate how much support a child was given or what equipment was used. E.g. Teacher scribe or You sorted your sentences beautifully.




## **Positive Public Feedback**


Look for opportunities to provide positive public feedback to children regarding their work (e.g. in the plenary or during the lesson). This is powerful and can really raise self-esteem.


## **Supply Teachers**

Supply teachers should be given a copy of the marking policy and will be expected to mark and to sign their work..

## **Child Self-Evaluation**

At the end of a session children should be asked how confident they felt with their work. Children will use symbols to indicate their confidence in achieving the learning objective (            )

Teachers can reply to this, indicating whether or not they agree with the child's assessment of their learning and suggesting the next thought/step for learning. E.g.  I agree you are very good at using connectives.

 You now need to see if you can use a variety of sentence openings.

## **Types of Improvement Prompts**

- **Reminder** - reminding children of the learning objective
- **Scaffold** – providing examples of what they need to do
- **Example** – giving exact sentences, words or processes to copy

## **Feedback on Learning**


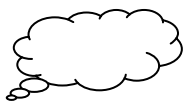
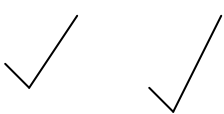
The main purpose of responding to children's work, including marking, is to give feedback on what they have achieved and what they need to do next. Teachers should look for opportunities to mark work regularly in the presence of the pupil/guided group giving instant feedback and allowing misconceptions to be addressed. When marking work away from the child always start with positive comments and mark achievement on the work produced. Follow up immediately with area for

improvement and allow time for child to read and apply this in their work.



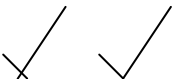


### Remember Feedback Should

- allow time
- be supportive
- be productive
- be consistent
- involve the children in self-assessment and
- be positive

### Marking at KS1

| Code  | Meaning   |
|---|---|
| Focussed Marking  |   |
|                             | A smiley face is used to show achievement and how well the piece of work has met the learning objective.  |
|  Something to think about. | A thought bubble is used to show steps for improvement, (limit to 2) correction or to give the children something to <b>think</b> about to apply to their work. |
|                            | Two ticks are used to show areas of success.  |
|   |   |
|   |   |
|   |   |

## Marking at KS2

| Code  | Meaning  |
|---|--|
| Focussed Marking  |  |
|    | A smiley face is used to show achievement and how well the piece of work has met the learning objective.   |
|    | Something to think about.  |
|   | A thought bubble is used to show steps for improvement, (limit to two) correction or to give the child something to <b>think</b> about to apply to their work. |
|    | Two ticks are used to show areas of success.   |
|  | An underlined word shows a spelling that needs correcting.   |
|  | An arrow indicates a missing word, capital letter or punctuation mark.   |
|   |  |
|   |  |

Pupils are encouraged to make a self-evaluation of their work using arrow keys.

|  |   |  |
|--|---|--|
| ↑  | →   | ↓                                      |
| “ I have understood the objective and will be able to use it again in future work..” | “I have partly understood the objective but need further help.” | “I have not understood the objective.” |
|  |   |  |