MICKLEOVER PRIMARY SCHOOL

Name of Policy: Marking Policy

Date of Policy: January 2017

Member of Staff responsible: K Halliday

Review date: November 2018

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

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WHOLE SCHOOL DEVELOPMENTAL MARKING POLICY

This policy has been developed with the support of the Senior Management Team, governors and staff.

Introduction
At Mickleover Primary School we believe that the marking of children's work is an essential part of the learning process and should involve children wherever possible. Marking should celebrate achievement and indicate next steps in learning. Marking and the marking process is a tool for children as well as teachers.

Aim
The purpose of this policy is to establish a broad and consistent approach to the way children's work is marked so that pupils feel valued and have a clear understanding of how well they are doing. The purpose of marking is to help children move on with their learning by acknowledging current results and setting a clear target for future success. Marking will help pupils to improve their work and will inform teacher planning and monitoring.

Principles
Marking and feedback at Mickleover Primary School will be consistent with the principles of Assessment for Learning (AfL).

"Assessment for learning is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there"

<div align="center">J.Rowe, 2007</div>

Marking and feedback will be
- manageable for teachers and accessible by all pupils
- focused on pupil learning
- based on shared learning objectives, outcomes and success criteria
- positive in tone
- supportive of achievement in all its forms
- help pupils to improve their work
- promote learner confidence and self esteem
- include opportunities to develop peer and self assessment skills
- inform future planning
- support target setting in Maths and English

To support learning pupils need to know in advance what they are learning, what they will be expected to do and how their work will be marked. The use of learning objectives, outcomes and the sharing of success criteria supports this:

Learning objectives – broad learning objectives will be shared with the children. These will focus on the learning, on what pupils will know and be able to do by the end of the lesson.
Learning outcomes – will also be shared. These will focus on what the children will be doing, making or producing.
Success Criteria – the marking criteria against which different pieces of work will be marked should be shared. These criteria may be generated by the teacher or in support of peer to peer and self assessment be generated with the children.

Modelling
Before starting a task, children find it helpful to see what a finished product; piece of work might look like. It can generate discussion about what makes a good piece of work and how examples might be improved.

<u>**Types of Marking used at Mickleover Primary School**</u>

a) <u>Verbal Marking and Feedback</u>

It is important for all children to have verbal feedback from the adult working with them. This may be to correct a child's understanding or to extend the child's learning. Oral feedback will be positive, constructive, celebrate new learning as well as address misconceptions.

Strategies used to promote oral feedback at our school include:
- marking of work with the child (work annotated with VF)
- team points and stickers
- good work is celebrated by being read out to the class at suitable stages throughout the lesson
- children are sent with good work to other appropriate adults for praise (last year's teacher, subject coordinators, assistant heads and head teacher)
- The school celebrates learning in Celebration assemblies once a week (SMART learners, Head teacher's Golden Book)
- Writer's award

The children too are encouraged to give oral feedback regarding their learning.
Strategies used by the children at our school include:
- thumb tool
- 4 fingers (1 = worried, 2 = understand it a bit, 3 = have a pretty good understanding, 4 = could explain it to another class)
- WOW cards
- Smiley face cards
- Traffic light cups

b) <u>Written Feedback</u>

<u>Quality Marking - English</u>
<u>Writing</u>
Teachers mark written English work according to
- the learning objective set for the written task
- the success criteria for the task (which may include a Red (no evidence), Orange (some evidence) and Green (achieved) feedback template
- pupil / group/class targets
- previous learning

Additional comments may be added by the teacher in terms of 'next steps'/ what must be included in order to achieve the target. Pupils may engage in a marking dialogue and respond to teacher comments in terms of their own progress e.g. what they are pleased with; what they would like help with.

<u>Assessment of Writing</u>
At MPS, the children complete written work from a variety of genres and compose writing of different lengths. Assessment of writing is made from a broad evidence base including cross curricular writing. Assessment of writing is made when the writing is completed independently. (see Appendix 1 for definition of 'independent') Teachers assess the independent writing against the child's ARE (Age Related Expectations) Assessment Grids devised by the school.

The following marking code is used to complete the assessment grids and to track progress against each of the objectives:

- means objective has been taught to the child
- / means the child has some understanding / some evidence of the objective
- E means the child has achieved the objective as evidenced within the child's English work

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When a child achieves an objective, letter codes will be used to show where the evidence has come from:

E = English   T = Topic   S = Science   RE = RE

Writing Conferences

Writing conferences occur between teacher and child at least once per term. The marking system allows for the discussion of progress so far and next steps. The child's ARE assessment grids may be used as part of the writing conference to celebrate achievement and guide next steps to learning.

Targets

Teachers set targets regularly based on the child's next steps to learning. The Age Related Assessment Grids are used by teachers to set individual, group or whole class. Writing targets. The targets then form the focus for teacher marking and feedback.

Further quality marking of written work may involve a comment which gives one or two examples of what the child is doing well and a comment which guides the child onto his / her next step. This is known within the school as '2 stars and a wish'. Teachers may annotate children's work with a wish and /or use NS (Next Steps)

Children will be given time to read the quality marking and encouraged to respond; so forming the basis of a marking dialogue.

Light Touch Marking

In order to support the giving of quality feedback at key points in the learning process, some work will be marked in less detail. Light touch marking (usually consisting of ticks, crosses or dots), may be used within closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups.

c) Peer to Peer Marking and Self assessment

At Mickleover Primary we acknowledge that peer to peer marking and self assessment can have a positive impact on children's learning. To excel and exceed, we aim to build a culture of critique. The children are taught the skills needed to make a detailed analysis and assessment of their work and the work of others' by evaluating it. When completing Peer to Peer critique we use the terms – Be Kind, Be Specific and Be Helpful as a means of scaffolding the critique thus ensuring the work forms the basis of the critique and not the person.

It is hoped that by using these forms of marking within the learning process children will become
- motivated and engaged with their learning
- aware of what makes a successful piece of work
- be more aware of the next steps in their own learning and take ownership of those improvements

Proof Reading and Editing

The children mark their own written work when completing either proof reading or editing tasks. The children annotate any improvements to their work or that of others with a purple pen.

The Cold Warm Hot Writing Process

The school uses a writing process called Cold Warm Hot (CWH) as part of its written work. 2-3 CWH pieces of writing are completed across a term. One CWH piece is a cross curricular piece of writing. The CWH process is a 3 step process:

1. Cold piece – A Cold piece of writing is completed prior to teacher input and used as a baseline to ascertain a child's, group or class's starting point. The marking of this work aims to identify strengths and areas for improvement within the writing for the child, group or class. Teachers can then adapt the planning as well as the teaching and learning to the needs identified. As it is an independent task, the Cold piece of writing may also be used as Assessment evidence.
2. Warm piece – A Warm piece of writing is completed when children have had a chance to learn about/ practise/ experiment with the type of writing. The Warm piece is an improvement on the Cold piece. As long as it is an independent task, the Warm piece of writing may also be used as Assessment evidence.

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3. <u>Hot piece</u> – A Hot piece of writing is the child's final draft. As long as it is an independent task, the Hot piece of writing may also be used as Assessment evidence.

The school acknowledges that
- CWH pieces of writing needn't be exactly the same if the same writing skills are being used.
- Children should be given opportunity to proof read and edit their work and that of others at some stage before writing the hot piece.
- Either Warm or Hot pieces of writing should be marked by the teacher with comments – not both.
- A teacher comment relating to Next Steps will be written on at least one of the writing pieces within the cycle of CWH writing process.

<u>Maths</u>
Children are encouraged to mark and assess their own learning in Maths via our traffic light system. Each colour represents a judgement by the child of where they are within their learning. Traffic lights can be used within the lesson or at the end of the lesson. Children are asked to reflect on their learning and make judgements against the colours. Judgements are recorded by the children as a coloured squared within Maths books. At KS1 the traffic lights have thumbs on to help the children remember what each colour stands for. At KS2 the traffic lights have prompt words – I need help (red) – nearly there (orange) – Got it! (green). Each classroom should have a set of square traffic lights on display.

The traffic light judgements can be used by the teacher to initiate a marking dialogue with the child or as a teaching tool to re-group the children for more focussed work / support or extension activities.

As the children progress through the school they are encouraged to try and explain why they have judged their work to be that colour – this can be in the form of comments or an annotated example given by the child. On occasion, more than one traffic light may be used within the same lesson as a child may find his / her understanding and confidence with the task changed during the lesson dependent on the activity / question.

<u>Marking and Feedback within Foundation Stage 2</u>
In Foundation 2 the teachers / TAs focus on giving verbal feedback. Praise is given via stickers and smiley faces. Work is marked with the child where possible and next steps recorded on the work as well as discussed verbally. Notes are made about the level of support that has been given in order for the child to complete the task.

<u>Marking across the curriculum</u>
Teachers mark work according to
- the learning objective set for the task
- the success criteria for the task
- pupil / group/class targets
- previous learning

The processes of Self and Peer to Peer Marking may be applied to other subject areas. Subjects such as Art, DT and PE lend themselves well to such marking, particularly when applied by the children within the Peer Critique approach. This may be completed verbally to begin with before written comments by the children are made.

<u>General points regarding Marking at Mickleover Primary School</u>

- In KS1, work should be annotated with the following where support has been given: T (Teacher) TA (Teaching Assistant) A (Adult) If work has been done independently, nothing needs to be put.
- HLTAs (PPA cover) will mark work in line with school policy and via discussion with the class teacher.
- Supply teachers will mark and annotate work with 'supply' and signature
- Marking can be completed in a pen colour favoured by the adult completing the marking

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Concern Comments

Positive assessment and improvement comments underpin this marking policy but this does not exclude taking a child to task when work is clearly unsatisfactory. These comments, if written, should make it clear that the standard achieved is unacceptable and why it is unacceptable.

Special Educational Needs

Children's work is marked in the same way as above but more use of verbal marking will be required in order to be effective for individuals. Where children have visual impairment then long marking comments should be read to the child if used at all. Verbal marking will be most effective.

Equal Opportunities

Every child at Mickleover Primary is given the same opportunity to succeed and teachers will ensure that all the children in their care receive the same quality and marking opportunities, irrespective of race, religion, sex or ability.

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Appendix 1

Interim Teacher Assessment Framework - Writing Assessment

Writing is likely to be independent if it:
- emerges from a quality text, topic, visit, or curriculum experience, in which pupils have had a range of opportunities to explore and discuss what is to be written about.

- enables pupils to apply their learning independently, possibly with an element of choice, for example writing from the perspective of a chosen character.

- has been independently edited and / or redrafted by the pupil. This may be in response to self, peer, or group evaluation.

- is produced by pupils who have independently drawn on classroom resources such as dictionaries, thesauruses, word banks, classroom displays, books or websites for support and ideas.

- is informed by clear learning objectives and limited success criteria which are not over detailed and do not over-aid pupils.

Independent Writing is not:
- modelled or heavily scaffolded

- copied or paraphrased

- supported by success criteria that are over-detailed and over-aid pupils

- edited as a result of direct intervention by a teacher or other adult, for example where the pupil has been directed to change specific words for greater impact, or where incorrect or omitted punctuation has been indicated

- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text

From : DFE 2017 teacher assessment external moderation: key stage 1 For schools and local authorities   October 2016