

Wolsingham Primary School



Quality Marking and Assessment for Learning Policy

Date written: (September 2016)
Date agreed and ratified by Governing Body: (October 2018)
Date of next review: (September 2021)
Headteacher: S. Kitching
Chair of Governors: P. Eastwood

Rationale

To ensure that all children have their work discussed and marked in such a way that feedback will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

Aims

- To ensure children progress, knowing their achievements and what they need to do next.
- To ensure planning is amended in order that the teaching and learning meet the needs of all children
- To have a consistent approach that measures school progress against national standards.

Principles

Quality marking of children's work can take different forms and involves both written and verbal feedback.

We endorse the following principles of effective marking and feedback:

- Whenever possible teachers should provide individual, verbal feedback to children.
- Feedback, either written or verbal, should be integral to lessons and should provide a dialogue between teachers and children that addresses errors and misconceptions at an early stage
- Marking and feedback should be linked to learning intentions/ objectives/ success criteria / personal targets
- Teachers should look for strengths before identifying improvements when marking work.
- Children should be given specific time to read, reflect and respond to marking and feedback
- Children should be encouraged to mark, self-evaluate and peer-assess
- Feedback and marking practices and procedures should be keeping in with the school policy on assessment
- The outcomes of marking should be used to inform teachers judgements concerning children's progress and to inform teacher records and reports
- Stakeholders should have the schools marking and feedback procedures explained clearly to them.
- Marking and feedback practices should be manageable

Monitoring and Evaluation

All marking should be in accordance with the agreed symbol and feedback format (see Appendix 1).

A review of samples of work is carried out on a regular basis to monitor the implementation of this policy. The findings of reviews are shared with staff.

The performance indicators will be:

- improvement in children's achievement and attainment
- consistency in teachers' marking across phases
- participation of children in the process

Special Educational Needs

- In marking the work of children with special educational needs, teachers assess progress towards each individual's targets
- Children receive verbal or written feedback in accordance with their ability
- Children are encouraged to recognise their successes and supported to make improvements

Equal Opportunities

The marking and feedback policy and procedures, encourage the practice of inclusion for all.

Governors

The governor responsible for assessment, marking and feedback is involved and regularly informed/updated.

Marking Policy



Formative marking- all subjects

- All work should have an objective slip indicating (the date - Year 1 only), learning challenge (objective) and success criteria for the lesson. (Appendix 2)
- All marking should be in green pen (class teacher), PPA Teachers, Supply Teachers and Student Teachers should initial all work marked.
- Work should be marked initially to the Success Criteria (SC) for the lesson (as detailed in lesson planning / on the objective slip at the beginning of the piece of work), but should also take into consideration the needs/targets of the individual pupil. Examples of where the pupil has achieved the success criteria should be marked with a tick. Double ticks should be used to indicate an element that is particularly good for that individual child. Use a square to indicate the objective, triangle to indicate presentation and a circle to indicate effort. A number (1-3 KS1 and 1-5 KS2) should be placed in each shape to indicate the level of achievement in each area.
- Spelling/ Grammar and Punctuation – errors should be indicated to pupils by writing sp in the margin to indicate a spelling error; G in the margin to indicate a grammar error and P written in the margin to indicate a punctuation error. These errors should then be corrected by the pupil. Errors should be carefully linked to the ability of the pupil and spelling errors should particularly reflect high frequency words and spelling rules that have been taught.
- Providing tasks (consolidation or extension) – A $\textcircled{\text{T}}$ should be used to indicate to children that they are required to complete a task. Tasks should be focused on a skill and should be easily carried out by a pupil within 5 minutes. Tasks should be completed in purple pen.
- Mathematics - Consolidation tasks should be given when a child requires more practice or more information about their work e.g. asked to complete corrections, given a modelled example and asked to complete a similar question. Extension tasks should be given when a child has shown that they are confident with the work and need to be extended to the next level of the objective being taught. This could include asking the children to complete questions which use larger numbers or a question that asks children to apply the knowledge they have been practising.
- English - Tasks may ask children to correct writing by inserting missing punctuation, exchange or insert vocabulary or rewrite a particular sentence to improve it. Modelled examples may also be given by the teacher for children to mirror or complete.
- Peer Assessment – post it notes should be used with two stars and a wish to peer assess this can then be stuck to the piece of work being assessed.
- In Foundation subjects, spelling corrections should include new topic words. Where relevant, the teacher's comment should include a question to help further pupil understanding eg: Do you know any other facts about sea horses? When marking pieces of art work, the skill being taught will be marked and not the completed piece of work, unless this is part of the success criteria.



KS1 Marking Symbols

TA at bottom of work – symbols drawn with number in centre (1-3):

Objective  Presentation  Effort 



Correct / SC achieved



Particularly good element for pupil



Incorrect - no correction required



Incorrect - correction required



Task to complete (consolidation / extension)



Unacceptable presentation



Remember ...

CL

Correct capital letters

FS

Correct full stops

Ta

Write on the line



Finger spaces



Find a better word

VF: A few words about the content of the feedback Verbal feedback given

GA

Guided activity

AS

Adult Support Given



Marking Symbols

TA at bottom of work – symbols drawn with number in centre (1-5):

Objective  Presentation  Effort 



Correct / SC achieved



Particularly good element for pupil



Incorrect - no correction required



Incorrect - correction required



Task to complete (consolidation / extension)



Unacceptable presentation



Remember ...

sp

Correct spelling

G

Correct grammar

P

Correct punctuation



Find a better word

VF: A few words about the content of the feedback Verbal feedback given

GA Guided activity

AS Adult Support Given

Lesson objective Slips

Platinum Challenge (Application +) Task



Learning Challenge:

Success Criteria:

Gold Challenge (Application) Task



Learning Challenge:

Success Criteria:

Silver Challenge (core) Task



Learning Challenge:

Success Criteria:

Bronze Challenge (Support) Task



Learning Challenge:

Success Criteria: