

New City Primary School

Marking Policy

November 2016

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Marking Policy

At New City, we believe that the marking of pupils' work should provide excellent opportunities to ensure that pupils are well motivated, have good self-esteem and clear direction. Marking allows pupils to see the quality of their work and gives clear guidance for improvement and recognition of excellence. It is a powerful assessment tool and provides a diagnostic analysis of the level of the pupils' understanding and achievements.

It is essential that marking is POSITIVE - when the work reflects the child's best attempt, honest, up-to-date and consistent. Teachers need to mark against specific learning intentions and provide guidance on how pupils can be moved on to the next stage of development. Pupils should be given the opportunity to reflect upon the marking, respond to the comments and correct their work as part of the process.

Aims

We mark children's work and offer feedback in order to:

- Show that we value their work and have high expectations;
- Boost their self-esteem and aspirations
- Give them a clear general picture of how far they have come in their learning, and where the way ahead lies
- Offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Share expectations
- Assess their understanding, and identify any misconceptions
- Provide a basis both for summative and for formative assessment
- Provide the ongoing assessment that should inform our future lesson planning
- Provide a good role model of the Handwriting scheme used (Nelson)

Procedures

- The school has explicit rules that apply to all pieces of work (e.g. the date and the title must be underlined at the top of the page) and teachers will not accept the work unless these rules have been followed.
- Work must be marked in red pen and teacher's comments should be presented to a high standard.
- Gold stars are to be used as a motivational device.
- Avoid negative marking, e.g. large red crosses and damaging comments.

- Where appropriate children may mark his or her own or another child's work following the ground rules set. The teacher must always review this marking.
- Peer marking doesn't replace the marking by the teacher.
- For one-to-one feedback discussions (teacher to pupil) to be effective, sufficient mutual trust must be established. It is a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.

Written Comments

- Specific comments should relate to the learning intention for the work and closing the gap comments (explicitly linked to session success criteria) should be given as next steps
- Some work may be marked on effort and presentation but focused work needs to be marked in more depth. Pupils should be clear about the focus of the work through reference to success criteria and understand what they need to do in order to improve
- Teacher comments should be in neat, presentable, legible handwriting as well as spelt correctly, setting an example to the children of the school's high expectations
- Children should be given the opportunity to improve their work
- Significant achievements need to be noted, recorded and rewarded
- Marking in foundation subjects and science should reflect conceptual understanding rather than only language skills - again with explicit reference to success criteria with next steps for improvement
- Comments which give little or no guidance should be avoided, e.g. 'good', 'pleasing'
- Children should be encouraged to read comments written by the teacher and reflect upon them for future improvement - time can be set aside in follow-up sessions and prove an effective time in which to address misconceptions
- Certain pieces of work may be moderated, in line with the school's assessment calendar - to inform the pupils of their level of achievement and what they need to move on

At New City, when we are marking a piece of pupils' work, we should be looking at:

- Content in line with the session's success criteria
- Presentation in line with the school's handwriting style and overall neatness
- Originality

Marking should always be in line with the learning objective and determined success criteria.

When marking, teachers must use their professional judgement with regard to how many mistakes should be correct for individual children. Recurring errors should always be corrected with saturated marking being avoided to prevent damage to pupil self-esteem.

There must never be queues at the teachers' desk for marking. This is a total waste of time for the teacher and the children.

Marking incorrect work

- Although work will have a clear focus to mark against, it is essential that basic and consistent punctuation and spelling errors are addressed. A self-checking and peer marking routine is vital if consistent errors are to be avoided.
- The most common/ most important key words should be underlined, labelled 'SP' and then corrected in the margin by the teacher. This should be reinforced through look, say, cover, write, check to ensure key spellings are improved.
- Incorrect use of grammar and syntax should be underlined.
- Where the child has omitted paragraphs, the teacher needs to add 'NP' in the appropriate place.
- Children should always be encouraged to set out work neatly with good handwriting and proper formation of letters. Written work which is copied incorrectly from cards, books or the Flipchart must be corrected (re-written) by the pupil. Letters and numbers formed incorrectly must be corrected and practised.
- Early writers (in all year groups) need to see the teacher model a part of their work with clear emphasis on the correct punctuation and spelling. Children may write this underneath as additional pencil control practise.
- Children should be encouraged to re-draft their work in writing to improve standards, reinforce understanding or for display purposes.
- Any written work for display should be corrected and re-written to ensure that it is the child's best work and that all spelling, punctuation and grammar are appropriate to the child's age. At key stage 2 all display work must be redrafted until accurate.
- Presentation is important and we believe that children should take a pride in their work.
- If too much work is incorrect, then marking should be confined to an individual discussion and one-to-one teaching points.

Mathematics

Marking should be up to date, consistent and positive, reflecting individual pupils' needs.

- Marking of pupils' work should always be positive, the use of 'crosses- x' should not be used to mark incorrect work.
- Pupils should be encouraged to self-correct and check work.
- Marking will take the form of written or verbal comments. Spelling of mathematical and scientific words will be corrected. Mistakes will be clearly identified for the children.

Science and Foundation Subjects

The marking of Science and Foundation subjects will be based upon individual intervention with teacher modelling and comments. Marking methods should support future development.

When marking work within these areas it is important for teachers to remember that it is the understanding of the subject area that we are mainly assessing and not solely the development of English skills.

Assessment for Learning - Feedback on Learning

Sharing learning objectives and success criteria:

- The marking should always be in accordance with the lesson objective and the child's own personal learning targets.
- Marking should provide opportunities for children to read through their marking and make any necessary improvements in the next lesson.
- Plenaries and mini-plenaries should be used to assess the children's learning using school self-assessment procedures.
- Children should be encouraged to assess their work ahead of final marking, referring to success criteria within mini-plenaries at appropriate times during the lesson. This can remind children of their learning targets, or suggest common checks to perform and to self-reflect at each step of the learning process.
- When peer-assessment is taking place, children must use the green Berol pens provided and only highlight basic errors in the work. Children are not to write a comment underneath another child's work.
- In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.

Oral and written feedback

- Oral feedback should be carried out as often as possible especially for younger children.
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- An honest balance of positive praise and constructive ways forward has to be achieved.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way add oral comments made.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Marking will be done before the next lesson in that subject where possible.

Peer and self-assessment

- Teachers should aim to promote children's self-assessment by linking marking and feedback to engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. For younger children, the more important it is that the feedback is oral and immediate.
- Feedback can be given through peer assessment.

- Children should always be given the opportunity to improve their work through self analysis times at the end of the task.
- When children are self -assessing or reflecting on teacher's marking they should use pencil in KS1 and green pen in KS2

Monitoring and Review

Marking is regularly monitored by:

- The senior leadership team through teaching and learning observations
- The phase leaders during planned termly book audits
- The subject leaders through planning and book audits

This policy is updated on a regular basis, so that we can take account of the changing nature of our practice.