Policy for Marking

Rationale

Marking is an integral part of teaching and learning, being an important aspect of the interaction between pupil and teacher and a key element of assessment. It gives a strong message to the pupil about the importance, relevance and value of the learning being undertaken. The different aspects and styles of marking need to be clearly understood by pupils and teachers. Whilst there should be a consistency of purpose throughout the school the style of marking may change according to the age of the pupil.

Aims

- To raise standards by ensuring that teachers are fully aware of the ability of the pupils and of any misconceptions they may have.
- To allow teachers to be fully aware of the pupils' response to individual learning objectives.
- To ensure that pupils have a clear understanding of their progress and what they must do to improve.
- To produce evidence of the pupils' progress.
- To increase the pupils' levels of motivation.
- To offer opportunities for pupils to reflect on their learning

Guidelines

Marking should give an indication of how well a pupil has achieved the learning objective and made progress towards individual targets. It should indicate which aspects were particularly successful and should contain praise when appropriate. It should give the pupil an indication of what needs to be done to improve and any next steps in learning should be given.

What should be marked?

The constraints of time mean that not all pieces of work can be marked to the same level of intensity but ALL learning will be recognised by the teacher through at least a signature or indication that the focus has been met.

What should be the focus of marking?

Marking will generally refer to the learning objectives but may cover more general areas, for example, grammar, punctuation, spelling, individual or group targets. Pupils need to understand that not all mistakes will be corrected by the teacher all the time but conceptual misconceptions will be addressed.

How should work be marked? Different tasks will call for different methods and levels of marking. E.g. spelling or tables test – ticks & dots with final score; written tasks may need a written comments; maths exercises may be self-checked or checked in partners with teacher's initials at bottom of page to show that misconceptions have not been ignored. Teachers may use the following:-

Counters:

Counters can be awarded to show recognition of progress, effort and attitudes in learning. These will be given verbally or written in books.
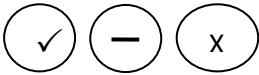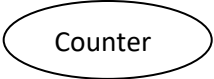
Written comments.

Written comments give a clear indication to the pupil of how they have performed. They present the opportunity to praise, highlight misconceptions and set targets. Written comments should be matched to pupils' reading ability or time will be taken to share marking with pupil. Teacher comments will be written using a green pen. Children should always be given the opportunity and time to respond to marking; this should be built into planning and daily routines.

Marking codes

Marking codes can save time and be used to give an instant feedback that is easy to interpret. They should be explained to the children and prominently displayed in the classroom. The following marking codes table should be used in all marking.

Marking codes:

Code	Meaning
Cap.	There are errors with capital letter use. Pupils are encouraged to identify these independently as far as possible
FS	There are errors with full stop use. Pupils are encouraged to identify these independently as far as possible
//	A new paragraph is needed. Pupils are encouraged to identify these independently as far as possible
sp	There are spelling errors that need to be addressed. Pupils are encouraged to identify and edit age appropriate spellings independently. For idiosyncratic words, pupils may be asked to rehearse them specifically, e.g. Pyramid x3 _____ _____ _____
VF	Verbal feedback. This indicates that the teacher has discussed the learning or responses to marking with the child.
PP	Indicates that pupils are required to edit their work independently in purple pen, often linked to a specific focus.
Highlighted	Green represents good examples of learning, including where objectives or targets have been achieved.
Highlighted	Yellow represents next steps in learning and / or areas to look at and check again.
✓ — x	Adults use these codes to indicate a pupil's level of understanding: focus achieved/nearly/not understood. They should be placed next to the 'Can I...' learning focus.
🔴 🟡 🟢	Pupils mark a red/amber/green dot against the focus to show their perceived level of understanding. This should be placed next to the 'Can I...' learning focus.
△	Indicates a child has been given a learning challenge.
🧍	Indicates a child's given response
Counter	A counter has been awarded for learning, effort and learning behaviours
C A P E D	To be used in maths. Pupils will: Check, show Another way, Prove, Explain and/or Draw their learning

The following symbols represent the level of support a pupil has had during a lesson:

I	Independent. (If learning has no symbol, it is to be assumed that the learning is independent.)
S	The pupil was supported by an adult
GG	The activity was part of a guided group

Peer marking and self-assessment.

Peer marking and self assessment enables pupils to take ownership of their learning and to work alongside their peers to discuss ways to improve. Pupils should be trained how to self-assess and peer mark effectively, particularly by referring to the learning objective, lesson criteria and everyday expectations.

When should the marking take place?

For marking to have the best impact on learning, there should be a short period of time between completion of the task and the teacher's response to it. Marking can happen:-

- With the child during the lesson where the teacher is guiding learning, giving verbal feedback or conferencing (but not within lessons if pupils are not part of the discussion).
- After the lesson but before any follow-up lesson.

Who should mark?

Work produced during a lesson should be marked by the teacher who planned and delivered the lesson or by pupils if peer marking is the intention. Supply teachers are expected to mark work they have taught. Teachers may mark work from another class for moderation purposes. Teaching assistants may also help the teacher to mark work by identifying any positive learning behaviours and/or identifying when the lesson focus has been achieved (as on the grid). When anyone other than the class teacher is marking, they will initial the work.

After Marking

Time needs to be included within daily routines for pupils to respond to marked work. As a result of marking a pupil should have a good understanding of their own learning and what they need to do to improve.

Target Setting.

Target setting will be an ongoing activity linked to assessment, marking and individual needs. Targets will be generated from individual or cohort specific gaps in learning. Marking will support the child in achieving their personal target.