



Marking Policy

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Derbyshire Healthy Schools
Community Award

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Tibshelf Infant & Nursery School

Marking Policy

Introduction

Assessment for Learning (AfL) is central to children recognising and achieving their potential. Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.

Marking should not become an onerous task and should be relevant and meaningful for pupils and staff. Written marking should be purposeful – consider whether verbal feedback may be more appropriate either to individuals or to groups.

Our policy for marking supports this by:

- Recognising that marking is an essential part of planning and assessing, and teaching and learning.
- Ensuring the purpose of marking is to assist learning.
- Promoting high standards and positive attitudes to feedback and marking.
- Ensuring a consistent approach to marking throughout the school.
- Valuing work and giving recognition and praise for achievement.
- Providing constructive feedback and clear strategies for improving learning.
- Correcting mistakes, addressing misunderstandings and offering encouragement.
- Providing assessment information and using this to inform future planning.
- Enabling pupils to reflect on their past performances and set new targets together with the teacher.
- Providing ongoing opportunities for self assessment.
- Teaching children to recognise what they do well.
- Fostering a culture whereby it is okay to make mistakes, but good to learn from them.
- Ensuring marking is regular and frequent.
- Encouraging pupils to accept help and guidance from others.

Aims

It is essential that high quality marking and/or feedback takes place as a part of every lesson taught so that Assessment for Learning (AfL) is integral to the teaching and learning process across school.

The key characteristics of Assessment for Learning

1. Explicit Learning Objectives / Learning Intentions.
2. Success Criteria.
3. Questioning.
4. Feedback.
5. Marking

1. Explicit Learning Objectives / Intentions

Effective learning takes place when learners understand what they are trying to achieve and why. Teachers at this school are expected to make the learning explicit at the start and at relevant points throughout a lesson in the form of, We Are Learning To (WALT). It is important that pupils know the learning intentions for the lesson as this gives a focus and helps them to understand 'the bigger picture', thus enabling pupils to review their own progress and to see if they have achieved what they were expected or expecting to. Teachers are expected to ensure that demonstration and modelling will closely relate to the learning intentions, and that subsequent activities will support, consolidate and/or extend the children's learning. It is important the teachers understand that the lesson objectives / learning intentions must focus on the learning not the activities.

2. Success Criteria

The children will be aware of the expected progress / outcomes in different ways:

- Setting expectations
- Setting independent challenges
- Child led self-evaluation
- Peer assessment / evaluation
- Success criteria
- Child / adult modelling

Success criteria can be generated by the teacher (and should be thought about as part of the planning process), but it has been recognised that where children together generate their own success criteria to meet a learning objective they gain more ownership over the learning with positive results. We recognise that there is no need for more than one or two success criteria.

3. Questioning

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking. Key questions, including prompting, promoting and probing questions, are often recorded in teacher's short term planning. Wait or 'thinking' time is essential to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of 'talking partners' where children can rehearse and scaffold their learning facilitates in depth responses from the children. This provides much more information for the teacher about the extent to which children have understood the new learning. Teachers are expected to use open-ended questions to develop higher order thinking skills and deeper responses. It is expected that closed-questions are used with caution, to elicit an expected answer and/or support children with language difficulties to make a contribution to lessons. Children are also encouraged and supported to ask open ended questions.

4. Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning as well as responding appropriately to the mistakes that they make. Teacher's feedback will provide pupils with the information they need to achieve the next step and make better progress. Feedback that comments on the work rather than the child, are more constructive for both learning and motivation. Feedback is given at this school in a number of ways:

Verbal Feedback

- Is given during lessons and is widely used across all phases of learning.
- Focuses on being constructive and informative to help pupils take the next steps in their learning.
- Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said).
- As part of whole class or group marking of one piece of work. This can be very useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling, for example exciting Writing review sessions.
- Gives opportunities to model the language pupils can use when responding or giving feedback to others.
- As developmental feedback- recognising the pupils' efforts and achievements and offering specific details of how to improve their work.
- Emphasises the learner's progress and achievement rather than failure.
- Is indicated on some written work by a 'verbal feedback given' stamper. This will have been given during a lesson or as part of supported groups work and may replace any other marking of that work.

Self and peer assessment

We recognise the value of encouraging pupils to self assess their work. Strategies used include 'thumbs up' and 'smiley faces' in books.

Pupils are encouraged to be involved in shared assessments and providing feedback to their peers. Strategies used include 'what was good and how could it be improved' and 'thumbs up'. Self and peer assessment are not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. Children are also given the opportunity to review 'Teacher's work' as an example of expectations, this is particularly used in writing but should also be used, as appropriate across the curriculum. Teachers should build time into the lesson for this to be possible and allow children to reflect in structured ways on what is good about a piece of work and how it could be improved another time.

Year 2 children use a green pen to edit and improve their work.

5. Marking (Written Feedback)

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment – including self-assessment. Marking will encourage learners to be aware of how and what they are learning. The emphasis in terms of marking will be on a child's achievement and what the next steps need to be in order for the child to further improve. These improvements will link to targets set for individuals, groups or the whole class. Marking will encourage the learners to be equally aware of 'how' and 'what' they are learning.

We recognise that written marking in books may not always be the most efficient way of promoting improvements in work for younger children, and acknowledge the benefits of high quality verbal feedback.

Key principles and guidance for marking:

- All written marking must reflect the school's handwriting expectations for the children at different phases of learning (see also Handwriting policy).
- All written marking should model the expectations for the children; for example starting at the edge of the page and writing on the lines where there are lines, recording calculations and/or workings out as you would expect the child to present them.
- Written marking must be done using either a black pen or coloured pens as agreed.
- Marking must be grammatically correct and spelt correctly.
- WALT stickers must be attached to all work in English and Maths books and the marking should be a reflection of this learning.
- All work in English and Maths books must show whether it is 'Independent', 'Teacher Assisted' or 'Teacher Assistant(TA) Assisted'. The school has purchased stamps to show this.
- Exciting Writing is marked in line with the new National Curriculum objectives and feedback given in relation to these.
- Assessed pieces of Exciting Writing are marked in accordance with the Writing Assessment and target setting grids.
- Comments should be constructive and reflect the level the pupil is working at.
- Marking is only of value if it happens prior to the next teaching session so that it can be used to inform teaching and future learning and/or shared with the pupil if appropriate.
- Marking is only of value if comments are shared, read and/or responded to.
- Spelling corrections should be limited to the words the child should know.
- Stamps/stickers may be used for praise/reward/encouragement.

Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. All new staff will be provided with a copy of this policy with expectations that it is followed.

'Tibshelf Infant & Nursery School is committed to all aspects of safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.'

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