

# Marking policy

Gretton Primary School



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## **1 Rationale**

We believe that focused marking and specific feedback is a vital part of the learning process as it helps children to understand how they can improve, enabling them to become reflective learners.

## **2. Definitions**

The principles of marking and feedback are that they should:

- Relate to learning intentions, which need to be shared with children;
- Give children opportunities to become aware of and reflect on their learning needs;
- Give recognition and appropriate praise for achievement;
- Give clear strategies for improvement;
- Allow specific time for children to reflect and respond to marking;
- Take into account a pupil's previous attainment;
- Respond to learning needs;
- Inform future planning and individual target setting;
- Be accessible to children;
- Use consistent symbols throughout the school;
- Be seen by children as positive in improving their learning;
- Involve self and peer marking;
- Be manageable for teachers;
- Involve other adults working with children in the classroom.

## **3 Aim**

The overall aim of marking and feedback is to assist in the development of pupils as reflective learners.

## **4 Objectives**

The objectives are that pupils:

- will be aware of the learning intentions of units and lessons.
- know how to improve their learning and performance.
- recognise their own successes and areas for development.

## **5 Strategies and procedures**

### **5.1 Sharing Learning Objectives and Success Criteria**

Sharing learning objectives (WALT) and success criteria (WILF) provides the focus for feedback, whether from teachers, other adults or other children. We recognise there are two elements to this:-

**5.1.1** Sharing all the learning objectives across a unit of work in order to make connections clear for pupils.

This may be in the form of:

- Discussing with children what they already know about a new topic and what they would like to know and learn about. Mind-maps and KWL (Know, What, Learnt) exercises are sometimes used to help children formulate their initial thoughts;

### **5.1.2 Sharing learning objectives and success criteria for individual lessons.**

This helps children and teachers focus on the children's learning and enables the pupils to become more self-evaluative. At Gretton, we use the following acronyms, displayed in the classroom:

WALT (We Are Learning To...) when referring to the learning objectives;

WILF (What I am Looking For ...) when referring to success criteria.

## **5.2 Feedback/Marking Strategies**

### **5.2.1 Summative feedback/marking**

This is associated with closed tasks or exercises, and usually consists of a *tick*, to show that something is *correct*. Wherever possible, verbal feedback is provided and children should self-mark or the work should be marked as a class or group, in order to give immediate feedback.

### **5.2.2 Formative feedback/marking**

All feedback should focus on success and improvement against the learning objective of the task. The emphasis should help the child 'close the gap' between what has been achieved and what could have been achieved. The feedback/marking should pinpoint the learner's strengths and advise how to develop them; be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work. KS2 Maths marking should be completed using the agreed proforma.

This type of feedback/marking may take the form of:

### **5.2.3 Verbal feedback during the course of the lesson**

This is a powerful method of support and the majority of immediate feedback will be provided verbally - either whole class, small groups or 1:1. Comments to children give strong messages as to their achievement and the focus should be on the fact that if the work is a *challenge*, then new learning is taking place. Where appropriate there will be an indication on the work recording the point at which verbal feedback has taken place, e.g. a "V" for "Verbal".

### **5.2.4 Quality marking, during or after a lesson.**

This process will consist of:

- Showing success - the best places in the child's work that link with the learning objective are found and then sometimes highlighted with 'Gold' for Great and 'Pink' for Think.
- Indicating improvement - a \*mark (see symbols) is used to indicate precisely where in the work improvement could be made.
- Giving an improvement suggestion - a suggestion is made to help the child know how to make the specific improvement. There are three types of improvement prompt:
  - reminder (reminding the child of the learning objective);
  - scaffold (providing examples of what he/she needs to do);
  - example (giving exact sentences, words or processes to copy).
- Making the improvement - specific reflective time is given for children to consider the feedback and to make their improvement with green pen. (Marking in KS2 will usually be in red pen and in EYFS & KS1 it will be the teacher's preferred colour.)

*The following symbols will be used during quality marking:*

Symbol	Means . . .
KS1 underline word KS2 sp	This is an incorrect spelling (either in the margin or next to the word)
⊙	Put in the missing full stops
//	Mark in where the paragraphs should be
*	This section is where improvement should be made
✓✓	Good example of meeting the learning objective
P	Missing punctuation
V	Verbal
AP	Assisted Progress - progress made with the support of an adult
IP	Independent Progress - progress made on their own following adult intervention

### 5.2.5 Shared marking

This is when a piece of work from a child is marked with the whole class or group, through a process of discussion, analysis and modelling. The piece can be presented mirroring using an iPad. It is a valuable way of teaching particular points, in addition to modelling the method and symbols to be used - essential if children are to be involved in peer and self-marking (see below).

### **5.2.6 Peer and self-marking**

This is when children are encouraged to identify successes and look for improvement points in their own work or in that of their 'marking partner'. The aim is to involve them in the analysis and constructive criticism of a piece of work and to engage them in understanding their progress in learning and the 'next steps' needed. The use of WALT and WILF helps children to focus attention on the learning objective(s) and success criteria. Children may also use "checklists" for essential features of their work. Guidance for teachers on using 'peer marking/feedback' is included in Appendix 1. Children will be encouraged to develop these skills as they progress through the school.

### **5.2.7 Other considerations when marking work**

The following have been agreed as conventions for the presentation/recording of work:

- Work should have the date, full name, where appropriate, plus a heading which states the learning objective (WALT) and be underlined with a ruled line.
- Pencil should be used for writing until the 'pen licence' is awarded in Year 3 or 4- this should be a black ink pen or rollerball. Pens should be used for writing in Years 5 and 6.
- Work should be presented to a high standard, bearing in mind individual children's ability.
- Errors should have a single line through (with a ruler in KS2), not scribbled.
- Pencil should be used for diagrams, drawings and all mathematics work.
- A ruler should be used when adding labels to a diagram.
- Folders/exercise books should not be defaced.
- Correction fluid should not be used.
- Children's work, which is displayed, need not be perfect. It should be a way of celebrating achievement for the individual child.

## **6 Roles**

### **6.1 The role of the Headteacher and Subject Leader**

To monitor the implementation of the policy. This will be achieved through work scrutiny exercises, classroom observations and conversations with children.

### **6.2 The role of the Class Teacher**

To be fully conversant with all areas of the policy and to use the processes outlined. To regularly raise awareness with children so that they are clear as to the purpose of the policy (and marking/feedback), the symbols and the role they have to play in the process, for example when feedback is given or when work is returned.

### **6.3 The role of the Teaching Assistant**

To support the teacher in implementing all aspects of the policy, especially in relation to working with individual pupils.

### **7 Review period and date of next review**

Last reviewed: Summer Term 2023.      Next review date: Summer 2025

### **8 Guidance on teaching**

N/A

### **9 Links**

This policy links to the Teaching, Learning & Curriculum Policy.

## **Annex 1**

### **Annex 1b Guidance for using Peer Marking/Feedback**

- Both partners should be roughly the same ability, or just one jump ahead or behind, rather than being a wide gap between them.
- Each child needs time to reflect on and check his or her writing before a marking partner sees it.
- The marking partner should begin with a positive comment about the work.
- The roles of both children need to be clearly defined.
- The marking partner needs time to take in the child's work, so it is best for the author to read out the work first. This also established ownership of the piece.
- Children need to be trained in the success and improvement process so that they are confident with the steps involved.
- Children must both agree on the part to be changed.
- The author should make the marks on his or her work, as a result of the paired discussion.
- Children need to be reminded that the focus of their tasks is the learning intention - refer to WALT, and for success criteria refer to WILF.
- The marking partner should ask for clarification rather than jump to conclusions.
- The improvement suggestions should be verbal and not written down. The only writing necessary would be the identification of successes and the improvement itself.
- It would be useful to role-play marking partners in front of the class, perhaps showing them the wrong way and the right way to mark a piece of work.
- It could be useful to complete this task two-thirds of the way through a lesson, so that children can make the improvement and continue working with a better understanding of quality.