

CAREY FEDERATION MARKING POLICY

2018/2019

Rationale:

To ensure that all children have their work marked in such a way that will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children and parents about progress.

The core aims of the marking of children's work are:

- To provide opportunities to give praise and encouragement and to show we value their work.
- To motivate children to want to produce high quality work and make progress.
- To reinforce the high standard being aimed for.
- To teach children to recognise what they do well.
- To help children to improve their work through the setting of challenging, but achievable tasks
- To allow children to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, but then good to learn from and remedy them.
- To see if teaching has been effective and inform the next steps of planning.
- To provide a record of past interactions for outside audiences.
- To ensure a consistency of approach throughout the whole school.

Good marking occurs when it is:

- clearly related to the aims of the lesson
- meaningful for the individual child
- used to inform future planning and assessment
- positive and constructive, with appropriate praise given
- encourages a dialogue between adult and child. In the Carey Federation, we refer to this as "pupil voice."

Why mark?

- to find out what children can do;
- to see if children have understood work;
- to ascertain standards;
- to improve progress and raise standards
- to develop pupil's self confidence
- to develop pupil's understanding of their progress
- to develop pupil's understanding of how to "level up" their work

When to Mark?

- at least at the completion of a piece of work;
- As work is in progress so children get immediate feedback and can develop their work accordingly.

How to Mark:

In the Carey Federation, all work must be marked. There are times when a tick to show that the work has been seen, is sufficient. At other times, work will be marked in greater depth, this may be with the child within the lesson. English and Maths book are expected to be marked, in depth, at least twice a week.

Teachers marking comments will reflect the lessons' learning objective. The exception to this are additional comments on presentation or spelling accuracy (based on the individual child's ability). All pieces of work will indicate if completed independently.

Spellings and how/when to mark them can create difficulties. As a general rule, teachers should underline the incorrect spelling and write the correct version so the child can see it, (usually in the margin). In work where there are many incorrect spellings, professional judgement is required in determining how many to correct so as not to de-motivate the child. Where appropriate an incorrect spelling may be identified, but will be left for the child to find the correct spelling and write it.

The attached marking symbols are used across the Federation and will be discussed with the children. Only green pen is used for marking – this will develop continuity across the Federation and encourage children to look at and understand markings in green pen. Pupil response to learning and marking, which promotes self-editing and correcting of their work will be written in red;

Tasks will be used, where appropriate, to support on-going assessment and ensure significant progress. Tasks will be set once a week in English and Maths. Children are given appropriate time to complete tasks, which pupils will respond to in red. Tasks can range from asking a child to practise a letter formation or spelling to rewriting a section of their work or explain their understanding. In English the symbols: double tick, question mark or SP can be used with the children to show which task needs to be done.

In the Carey Federation, self-assessment plays a feature in our marking policy, both children and teachers will assess a learning objective at the end of a lesson by writing LO: Asterix, tick, double tick to confirm understanding, children's responses are in red, teachers in green. Pupils in EYFS colour in a face to show their understanding.

The method of highlighting work is used by teachers and children. This is referred to as 'Get Better Green' and 'Proud Pink'. If highlighting is evident in a workbook it has been completed by a pupil in response to their learning. This will further encourage dialogue between adult and child to support assessment and support our aim of the pupils being fully involved in how to improve their work. Teachers will only highlight assessment pieces of work to show progress against the success criteria and statutory spelling words.

In English, the use of the success criteria allows teachers and pupils to clearly understand their objectives for a given unit of work. They are completed after the elicitation task: targets are highlighted in yellow and at the end of the unit will be re-highlighted in pink or green. Success criteria are stuck into the English book so they can be referred to throughout a unit of work, by the teacher and the child.

Use of Carey Federation Marking Policy in Action:

Across a week in an English and Maths book there will be:

- Clear learning objectives and dates
- Evidence of pupil self evaluation of learning objective
- Evidence of teacher assessment against learning objective
- Evidence of success criteria
- Evidence of 1 task and pupil response to learning
- Evidence of marking policy symbols being used
- Positive comments

In elicitation and application books there will be:

- Evidence of teacher highlighting
- Deeper marking
- Evidence of assessment

Halwill School Marking Symbols

Good section / work

Peer Marking

Excellent section work

Guided

Unclear / don't understand

Independent

Child Initiated

Supported

Adult Directed

Verbal Feedback

Task - Explain what's wrong
Correct the spelling

Explain what you've done

House point

LO:

English Writing Symbols:

Spelling mistake

Insert paragraph

Punctuation missing

Word or letter missing

Incorrect use of capital

Letter / punctuation not needed