

CAM WOODFIELD JUNIOR SCHOOL

HEADTEACHER Mrs Louise Bennett

Marking Policy 2019 - 2020

Marking Policy

September 2019

Reviewed by:

Louise Bennett, Headteacher & Full Governing Body

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Who reviewed this Policy?	Louise Bennett & Full Governing Body

CAM WOODFIELD JUNIOR SCHOOL MARKING POLICY

1 Introduction

At Cam Woodfield Junior School we take a professional approach to marking and giving feedback on children's work.

In creating this policy, pupils were asked to find out what they preferred when it came to feedback and marking from their class teacher. All children interviewed, preferred the spontaneous marking within lessons, getting 'live' feedback about their achievements instead of waiting for the next day or lesson. Pupils' views have helped shape this policy, which in turn has seen a strip back on the amount of feedback given to each child, on each piece of work daily. This policy has also taken into consideration the Government's Policy 2019 to Reduce Teachers' Workload. https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload

All children are entitled to feedback on their learning. Therefore, all teachers will assess the work produced by children using good feedback methods which are noted in this policy.

2 Aims

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

- show that we value their work, and encourage them to do the same;
- move the children's learning forward
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them feedback on key strengths of their learning and areas to develop;
- offer them specific information on the extent to which they have met the lesson objective
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- Provide the ongoing assessment that should inform future lesson-planning.

3 Principles of marking and feedback

The process of marking and offering feedback should be a positive one, giving pride of place and recognition of the efforts made by the child.

The marking should always be in accordance with the lesson's WALT objective and success criteria.

- 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, other arrangements for communication must be made, such as the use of a Teaching Assistant.
- Teachers should clearly show where support was provided or whether it was completed independently. The following codes should be used:-
  - CTS = Class Teacher Support
  - TAS = Teaching Assistant Support
  - I = Independent work (this is identified on children's work who would normally need support).
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.

- Whenever possible, marking and feedback should involve the child directly. Therefore, there may be pieces of work that are marked using the code **VF. VF stands for Verbal Feedback and will take place within that lesson.**
- Feedback may also be given by a teaching assistant, or through peer review.
- Feedback is provided through plenaries too, and in group sessions.
- Feedback is also provided through whole class marking.
- Feedback can identify a child's key learning difficulties.
- Errors that were made by many children should not be the subject of individual comments, but should be noted in planning.
- Marking will be done ready for the next session, if deemed applicable to the learning for subsequent lessons. E.g. the expectation will be that draft and the editing process in English and skill lessons in Maths will be marked to improve a child's understanding and extend the learning.

4 Agreed Marking Procedures

- WALT to be displayed on **EVERY** piece of work
- Learning objective is to be specific to actual learning of a skill.
- Date and title to be written and underlined
- Success criteria **MUST** be included (stuck in) to every final outcome piece of work (English) and daily in Maths
- Adults marking children's work will use Green inked pen for correct work demarcating it with a tick. and a Pink inked pen for errors just using a 'Pink Dot' by the error. This can be achieved in the lesson in order to give spontaneous marking.
- Adults can decide which marking strategy is applicable for the lesson and to move the learning forward. They are as follows:
    - Spontaneous marking as per the above statement.
    - Whole class marking – using a WAGOLL to identify expected key features using a classroom visualizer. Pupils assess their own work against the criteria. Teacher scans through pupils' books to identify any misconceptions in order to address in subsequent lessons. This assessment is noted on teacher's weekly plan.
    - Peer Assessment – using the success criteria, pupils use post it notes to identify strengths and errors in peers' work.
    - Class teacher takes all pupils' books in and scans each child's work identifying common strengths and errors/ misconceptions. Books are grouped accordingly to strengths and errors. Teacher compiles a top sheet identifying these and then identifies on planning adult intervention for subsequent lesson/s.
    - Teacher decides to take a certain group of pupils' work to mark in depth in order to further their learning- a form of 'Guided Marking'.
- When pupils self-assess or edit their work, they will use the 'Purple Polishing Pens' to improve their work in English and use a pencil in maths writing a **C** next to their corrections.
- Teachers will decide when it is appropriate for children to have time to respond to adult marking.
- Children can use the WAGOLL (What a Good One Looks Like), marking from the teacher and comparing work against the Success Criteria to improve their work.
- Marking codes used if applicable to the lesson. Please refer to Appendix 1
- Spelling mistakes of common words / age related words to be picked up – children to practice x3 times

- Ensure that there is a balance and consistency of marking between teacher and TA – adult to initial marking comment
- Ensure that there is a high expectation of handwriting and presentation from pupils / teachers / TA's.

5 Monitoring and Review

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Regular feedback will be sought from the children and book looks will provide evidence of impact.

Appendix 1

Marking code to be followed at all times using pink dot and green tick across all subjects and the following codes to be used in the margins:

Marking Codes
✓ Green tick for correct work
Pink dot for Mistake
P = Punctuation
T= Tense
G = Grammar
? = Please reread. Does this make sense?
R = Repetition
SP = Spelling mistake
// = New Paragraph
WI = Word Improvement
^Missed Opportunity
VF= Verbal Feedback

Teachers should clearly show where support was provided or whether it was completed independently. The following codes should be used:

- **CTS** = Class Teacher Support
- **TAS** = Teaching Assistant Support
- **I** = Independent work (this is identified on children's work who would normally need support).

Children to self-assess or edit their work. In doing so they will use the 'Purple Polishing Pens' to improve their work in English and C in mathematics to show that the proceeding calculations are corrections.