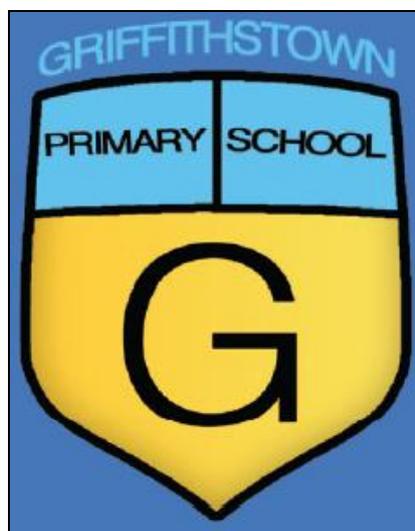


GRIFFITHSTOWN PRIMARY SCHOOL



Title	Marking Policy
Date	September 2014
Author	N Blackburn / Sue Wheeler



INCLUSION IN THE HEART OF THE COMMUNITY

Marking Policy 2014
GRIFFITHSTOWN PRIMARY SCHOOL

The purpose of this policy is to ensure a consistent and corporate approach of marking across the school.

Aims

1. To ensure children progress, knowing their achievements and what they need to do next.
2. To have a consistent approach that measures school progress against national standards

Wider school aims/ethos

The policy is underpinned by the schools vision, aims and values.

Consultation

This policy has been created by the Head teacher and ARR coordinator, in consultation with staff.

At Griffithstown Primary School we believe marking should be constructive feedback to every child, focus on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

Principle

Marking and feedback should:

1. Relate to learning outcomes, which need to be shared with children
2. Involve all adults working with children in the classroom
3. Give children opportunities to become aware of and reflect on their learning needs
4. Give recognition and appropriate praise for achievement
5. Give clear strategies for improvement
6. Allow specific time for children to read, reflect and respond to marking
7. Take an approach where attainment is based on the child's previous attainment within the context of making towards learning outcomes
8. Respond to individual learning needs, marking face-to-face with some children and at a distance for others
9. Inform future planning an individual target setting
10. Be accessible to children
11. Use consistent codes throughout school
12. Be seen by children as positive in improving their learning
13. Encourage and teach children to self or peer assess appropriately
14. To raise pupils' self-esteem
15. Teachers' handwriting must be in line with the school's Presentation Policy

STRATEGIES

Summative feedback/marking

- This usually consists of ticks and is associated with closed tasks or exercises.
- Children should have occasional opportunities to self or peer-mark (to be rigorously checked by the teacher during or after the activity)

Oral feedback/marking

- With oral feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the learning intention and secondly, and quietly, on other features.

Quality marking

- Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged (a tick to the WALT and at the end of the work) or given detailed attention.
- Whenever the task is open or narrative, feedback should focus first and foremost on the learning intention of the task.
- The emphasis in marking should be on both successes against the learning intention and improvement needs against the learning intention.
- Focussed comments should help the child in what they have achieved and what they can achieve.

Two stars and a wish principle

- A significant piece of work should have 2 stars and a wish, e.g. a piece of extended writing.
- Or a wish comment 'W'
- Marking should include 'closing the gap' questions that require children to think more deeply about their work. In all cases, the pupil's answer must be acknowledged. Useful 'closing the gap' comments depending upon the ability of the child are:
 - A reminder prompt
 - A scaffold prompt
 - An example prompt
- Where marking codes are appropriate, success and improvement should be pointed out verbally or in written form.

Secretarial features

- Spelling, punctuation, grammar, etc. should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things in one space of time.
- When work is finished, ask children to check for things they know are incorrect in their work when they read it through.
- Only give children feedback about these things to which you have asked them to pay attention. This will mean that some aspects of writing are unmarked, but over time will be marked.

Self Evaluation

- The role of the teacher is vital in modelling this process over time.

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- Children can identify their own two successes and look for improvement points. This can be done throughout the lesson and the plenary can then focus on this process as a way of analysing the learning.

Paired marking

- Paired marking should not be introduced until KS2 unless teachers feel younger children are ready for this.
- Before the end of lesson, children should sometimes be asked to make feedback on narrative work in pairs. The following points are important:
 - Children need to be trained to do this, through modelling with the whole class, watching the paired marking in action
 - Pairings need to be based on someone you trust - best decided by teacher
 - Pairing should be ability based
 - Encourage a dialogue between children rather than taking turns to be the 'teacher': they should discuss each other's work together (e.g. I think this bit really shows how that character feels...what do you think?')

Organisations

- Wherever class discussion takes place, feedback is given orally. Notes might also be necessary to inform future planning as a result of the discussion findings (written in the evaluation of short term planning).
- Children meet to have some feedback about their work, but flexibility is important, depending on the nature of the task and the time available.
- Marking can be completed during the lesson if time and organisation allow, but teachers MUST NOT bulk mark during lessons or when a partner teacher is giving a whole group input.
- Use codes against learning intentions wherever possible.
- When work has been marked, time should be given for children to read and then make one focussed improvement based on the improvement suggestion. In order for the marking to be formative, the information must be used and acted on by the children.

Marking Colour.

- School teachers will mark in red pen
- Supply teachers will mark in red pen and initial work
- HLTA/LSA's will mark in red pen and initial work.
- Head teacher to comment in black pen

Rewards when Marking

Pupils may be awarded a sticker if the work is very pleasing. Small and simple stickers may be used in books.

ROLES AND RESPONSIBILITIES

Governors

Will review the policy as and when required and should have an understating of the policy when conducting their link governor role.

Headteacher

will ensure the policy is adhered to and monitor and review.

Teachers

Should ensure they understand and carry out policy. Any comments about the policy should be shared during the review process.

Pupils

Should be taught to understand the meaning of the marking codes and learn the importance of marking and feedback in order to improve their work.

Homework/Parent partnership

The policy will be shared with parents via the school website, school prospectus and may be discussed at parent consultations when viewing pupil's books.

Equal opportunities

See policy.

Health and safety

See policy

Planning

All staff should plan to ensure the policy is taught to pupils and adhered to in their every day work.

Teaching

All staff are responsible for the implementation and teaching of the expectations within the policy.

Organisation

The Marking Policy is organised for the whole school and is age related at certain sections.

Resources

The marking codes should be displayed in all classrooms and teaching areas for familiarity with the pupils. Any resource issue relating to the implementation of the policy should be brought to the attention of the ARR coordinator as soon as possible via email.

Assessment

See policy

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Monitoring and evaluation

Marking and feedback will be monitored by all leaders.

Any failure to follow this policy should be immediately reported to the Headteacher or Deputy Headteacher.

Other documents and appendices

1. Marking Codes

Governor approval date: Autumn 2014

Next review date: Autumn 2015

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