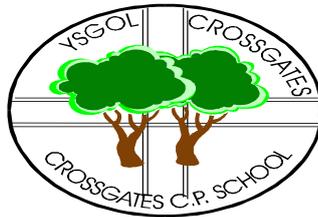


Crossgates C.P School

Policy for Marking

(Please keep available for supply teachers)



Draft policy September 2020 during COVID19 restrictions

Accepted by Teachers Date

Accepted by Governors Date

September 2020. Local authority advises against staff physically marking pupil books. Staff should avoid touching any equipment brought into school by pupils, and such equipment should be kept to an absolute minimum.

However, it is recognised that providing learners with meaningful feedback is important. Therefore, schools are encouraged to use a range of methods (such as self-marking, verbal feedback, and digital/online comments) to provide feedback on learners' work.

Students should not share devices and equipment, and staff should avoid issuing textbooks etc.

- At Crossgates, devices and textbooks have been numbered so the same two pupils are using them. Resources are wiped down after use or quarantined for 72hrs

Staff have met and discussed the strategies that will be used as whole school system.

This draft policy will be reviewed and changed in line with any new guidance that is received.

FORMATIVE ASSESSMENT – ACTIVITIES

Activities for in school lesson:

Teachers need to keep learners on track, and should aim to develop a wide range of strategies for use during the lesson, which encourage learners to make ongoing improvements. This might be a result of feedback from, for example:

- using a visualiser / webcam / video camera



- checking against the success criteria

- using examples of strong and weak work (anonymous examples)

- comparing own work with exemplars provided by the teacher

- questioning / probing about ongoing work by the teacher

- TSAR – Think, Share, Advise, Revise

- class discussion of one learner's ongoing work displayed on the whiteboard

Teachers can provide feedback without physically marking pupils' books. For example:

- ❖ Face to face dialogue – everyone talking about their learning and next step improvements
- ❖ Learning journey continually being evaluated orally and adapted accordingly
- ❖ Ongoing observations of pupils
- ❖ Effective questioning between pupils and adults
- ❖ Regular learning conversations within lessons with individuals, groups and whole class
- ❖ Ongoing modelling or and coaching in self and peer assessment
- ❖ Pupils to provide feedback to each other's work via sound clip, video clips.
- ❖ Pupils to use WWW – What Went Well and EBI – Even Better If.

- the teacher raising an observed common problem with the whole class



- ❖ As pupils exit the class, teachers can ask the pupils to submit what they felt was their “muddiest point” of the lesson. This could provide useful information as teachers create or select content to assign
- ❖ Confused.com strategy where pupils discuss their ‘muddiest point’ of the lesson
- ❖ Traffic lights strategy in their ‘muddiest point’
- ❖ Providing an example of a common misconception to the class with feedback and an improved response as a video clip.
- ❖ Providing worked examples to questions –explaining the reasoning as a video clip

- comparing own work with exemplars provided by the teacher

It is important for the teacher to model work so pupils have a clear understanding of what is expected and talk about any concerns/issues before they begin their work. What a good one looks like will be of great use

- peer and self-assessment

AGOLL walls with key information and vocabulary.

This will be key during this time. Use of success criteria will aid this process. Success grids should be used for each key writing texts per half term and the reasoning/problem solving that should be applied after the maths skills have been taught.

. Examples of grids for fiction and non-fiction have been shared with all staff.

Staff will also use peer marking to support marking of some activities and VF code will be used in books by pupils when verbal feedback has been given.

Emphasis should also be placed on the plenary to discover and discuss the issues and problems that have arisen. This should then inform the planning of the next lesson, or at least the starter of the next lesson

Marking Policy

Introduction

Marking is an integral way of carrying out the formal and informal assessment of children's progress and is also one of the most useful means of identifying the next steps in children's learning. Marking may be carried out by the children themselves, by their peers or TAs but should always be overseen by teachers. All written work should be marked and in the most suitable fashion, for example with younger children it may verbal, with older children, written. It is important that all staff follow the marking policy so that it is consistent and of greatest benefit to pupils.

Why do we mark children's work?

So that it will: -

- Improve learning and inform future planning.
- Clearly state what a child needs to do in order to move forward.
- Give the children an understanding of what constitutes 'good' work.
- Develop their self-confidence.
- Raise self-esteem.
- Develop skills of assessment for learning, including peer and self- assessment.
- Create continuity for our children.

Philosophy

We recognise that marking is only of value if teachers' comments are purposeful, constructive and clearly explain what the child needs to do to make progress. To this end it is also vitally important that children are given time to read these comments and fully understand their meaning and to act on the advice given.

As a result of this policy there will be greater consistency in the way that the children's work is marked throughout the school and it is expected that a positive impact on standards will occur.

General Principles

Marking of children's work: -

- Must be regular and be completed prior to the subsequent lesson so that it can inform future teaching and learning. Focus marking for maths/numeracy and English/literacy should take place once a week. This could use questions in maths to move the learning forward or check understanding. In English/literacy this may be a success criteria grid with a target to move forward or 2 stars and a wish.
- Can involve both written and verbal feedback. When verbal feedback is given in response to a written piece of work, the correct code should be used.
- Highlights the positives – linked to the focus and success criteria. This should be done by using two ticks by the information.
- Highlights the way forward – this may be where SC have not been met or may be the next step and should be specific. See Appendix a for a list of useful sentence starters for English and Appendix B for maths. See Appendix C for a list of both positive and negative examples.
- Gives pupils an opportunity to read, digest and act on suggestions given. DIRT
- Marking should not confuse attainment with achievement. The emphasis in marking should be on a child's achievements.
- Marking should be used to inform teachers' judgements concerning children's progress and to inform teacher records and reports.
- Children should be given regular opportunities to provide positive and constructive feedback to other children.

DIRT

Dedicated Improvement and Response Time

If marking is to provide specific advice to pupils, then they must be given time to read these comments and then to act upon them. This is known as DIRT.

DIRT must be given for all focussed marking and also in response to ...

- Peer comments
- Teacher comments
- Working through a checklist
- Re-visiting the model e.g. reading
- Success criteria
- Self-reflection
- DIRT time may take place at any stage/s in the working process.
- Children respond to marking and initial

Procedures

The following procedures for correcting children's work should be implemented by all staff

1. Children's work should be corrected as soon as possible after completion.
2. Work should be corrected according to the focus. The literacy and numeracy (LNF) content is always considered in our marking.
3. When correcting a piece of work the following procedures should be implemented: -

Symbol	Purpose
Circled and 'SP'	Spelling error
Underlined by child	Children use if unsure of spelling
//	New paragraph
★	Positive comment related to L.O or S.C
👉	Ways forward
Underlined letter	Misplaced capital letter
^ 0	Insertion – word or punctuation missing
✓✓	Success criteria met
✓	Correct
Dot	Incorrect
VF	Verbal feedback

PA- Peer assessment

SA- Self assessment

ST- Supply teacher

- Date to be written and underlined. Written in Welsh in Topic books, English in literacy books and short date in maths books.
- L.O to be on the left of the page.
- Written work in black ink or pencil for maths, once pen license given. (KS2)
- Peer marking in blue ink.
- Editing/improvements/alterations by a child in purple ink.
- Teacher marking in green.

Focussed Marking

This should take place in maths/numeracy and English/literacy, at least once a week. This can either be two stars and a wish OR a success criteria grid with a target. In maths, marking can take question form to extend or consolidate learning.

Foundation Phase Marking

Teachers should follow the agreed universal marking symbol key for literacy when this is appropriate and will be understood by a child. Otherwise -

Teachers should underline the error/s made by children and write the correct spelling/grammar/sum etc at the bottom of the page. The children then write out the correction as follows: -

- 3 times for a spelling error.
- A line of correctly written letters/joins.
- A sum written correctly – and several more if needed to consolidate understanding.
- Work should not be rubbed out.
- Other errors – teachers should use their discretion taking into account the children's differing levels.

Key Stage 2 Marking

Teachers should follow the agreed universal marking symbol key for literacy.

For maths correct answers are marked with a tick, incorrect answers with a dot.

Corrections should be carried out as follows: -

- Spelling in literacy: correct and practise 2 of the misspelled high frequency words as appropriate and put in personal spelling book.
- In maths children should correct a minimum of 2 wrong answers. Other errors – teachers should use their discretion.
- In order for the children to get the best from teachers' marking children must be encouraged to read all comments and respond to them to show that they have been read.
- KS2 pupils write in black ink for every subject apart from maths when they have received their pen license. Pencil will be used in maths.

Correction fluid must not be used by children.

Monitoring and Evaluation

The SMT will monitor samples of work from all classes throughout the year in order to monitor the implementation of this policy. Subject co-ordinators must also be aware of the implementation of this policy when they are monitoring their subjects.

Appendix A

Helpful Stems

- Find ...
- Check ...
- Look at ...
- Add ...
- Place ...
- Include ...
- Change ...
- Edit ...
- Proofread ...
- X is missing. Add ...

Appendix B

Effective strategy feed-forward for mathematics

- Which was the hardest calculation? Why?
- Devise a rule for?.. *Multiplying by 10*
- What is the hardest calculation you can devise with an answer.... 10, £2.32, $\frac{1}{3}$
- Explain the stages for *finding $\frac{1}{3}$ of a number, the mean, ?*
- Compile two questions like number...
- Devise a slightly easier/harder question than number... □ Turn sum/question.. into a word problem.
- Which method did you use for .. *"finding the difference? Why did you use it? What method would have been a bad choice? Why did you not use....?"*
- Teacher: *"I've done this sum. Where have I gone wrong?"* □ *Your question.. Is wrong, where did you make the error?*
- If you know.... What else do you know?
- Record everything you know about.... *The number 5. Doubling, Squaring.....0e numbers, angles, triangles, finding areas, line graphs, BEFORE then AFTER*
- Record three things you know about.. *Fractions/ a rhombus/ pi charts*
- Make up a problem that will need + and – to solve it. (or + and divide to solve it)
- Use the inverse to check the answers.

Appendix C

- Statements 2, 6 and 8 are excellent examples of feed forward. They are specific and give pupils the precise advice they need in order to improve their work.
- Statement 4 may be useful for some pupils who simply need to improve their proof reading but for other pupils may be too vague.
- Statements 1, 3, 5, 7 and 9 are too vague.

1. I enjoyed your story Jack. You worked hard on this
2. *Look at your writing toolbox sentences. Can you use an IMPACT word here to join the two together? Find one more example in your writing and change this too.*
3. Can you make your writing more interesting Jack?
4. There are two spelling mistakes here. Can you spot them and write them correctly?
5. Your sentences don't make sense, Jack. Re-read your work.
6. *Can you use one word and a comma to start four of your sentences e.g. Suddenly, the boy ... Finally, the man ...*
7. Well done. I love your ending, it made me smile!
8. *The final few sentences/paragraph need to be more scary. Look at the POWER words we created on the board and add at least 4 of them with your purple pen.*
9. Add some speech to your story to make it more realistic