

# 2014 -2015

Devoran School

Head Teacher – M. Thiele



## DEVORAN SCHOOL

## MARKING POLICY

Written: September 2014

Agreed: .....Chair Of Governors

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## **Marking Policy (Updated 26.09.14).**

### **Aims.**

- To establish a common approach for marking that is practised with consistency in all classes and that all children understand.
- To create effective marking that allows each child's progress to be monitored and that highlights where extra support is needed and/or results in modifications to future planning.
- To create a marking system that provides meaningful feedback and that leads to measurable improvement.
- To involve children in marking and empower them to assess their work.

### **Fundamentals.**

- All work in children's text books will be marked (unless teachers use books such as writing journals where children understand that the purpose of the book is for personal practise).
- Work without a recorded product such as P.E. will be given verbal feedback with positive comments and a point for improvement.
- Teachers will carry out the majority of marking but Teaching Assistants can be expected to mark to specific objectives and feedback to the teacher.
- Blue, black and green pens can be used to mark work.
- Where verbal feedback has been given the initials **VF** will be used.
- When a child has been given support in their work the symbol **S** will be used so that it is clear that the learning intention was not achieved independently.

### **Marking to a specific Learning Intention (LI).**

At the beginning of most lessons children will be made aware of the learning intention – LI.....

When this learning intention is a simple objective with one main criterion (e.g. LI: To use adjectives to describe character) the work will be marked using the following symbols:

**X** You fully understand the learning intention.

**/** You partially understand the learning intention.

**.** You don't understand the learning intention.

To avoid confusion incorrect answers e.g. in maths will be circled or marked with **.** rather than with **X**.

When this system is used it is expected that teachers will give general verbal feedback and praise to the whole group, this could happen during the plenary or at the start of the next lesson in that subject.

It is also expected that children that have been marked as . and possibly / will be given additional support at a future time. (See Reactive Wave 2 intervention in the Intervention Policy)

### **Marking work that involves several Learning Intentions.**

It is recognised that some tasks involve several 'success criteria' and that these need to be marked separately in order to make feedback meaningful and productive.

When this is the case teachers will share or create a 'Remember to' list with the children (See Teaching and Learning Policy).

E.g. WALT: To draw a Bar Graph.

Remember to: Use a ruler.

Title.

Label X and Y axes.

Start the Y axis at 0.

Make the steps on the Y axis the same size.

When this system is employed teachers will give positive feedback about one or more of the criteria and will give one point for improvement.

This feedback may be given verbally and/or through the use of a marking ladder.

E.g. Write a Historical Recount.

Pupil	Remember to	Teacher
	Capitals and Full Stops mark sentences.	x
	Written in the past tense.	/
	Events told in the order that they happened.	x
	Important dates and facts have been included.	x
	Time connectives are used to link sentences.	/

### **Detailed Marking – Assessment for Learning.**

- Positive elements of a child's work will be identified within the work through the use of a pink highlighter – **Tickled Pink**.
- The area for improvement will be identified through the use of a green highlighter and a prompt, suggestion or question will be used to aid the child in improving their work – **Green for Growth**.
- The most commonly used prompts are:
- A reminder prompt  
Most suitable for the more able child, it reminds the child of what could be improved upon.
- A scaffold prompt  
Most suitable for children who need more structure than a simple reminder. Comments usually guide children as to how they can improve their understanding. A learning scaffold usually takes the form of verbal pointers, the questions, prompts or clues given by the teacher to help children to learn.

### An example prompt

Extremely successful with all children, but especially with less autonomous children. This prompt gives a choice of answers, word or phrase for the children to choose to use to improve either meaning or understanding.

- On some occasion there may not be an area for improvement in which case the teacher will provide a next step challenge that extends learning or requires application of learning. E.g. A page of correct 2 digit x 2 digit calculations could be followed with: Try these 3 digit x 2 digit multiplications or find the area of this rectangle.
- Spellings will be marked separately with the use of a yellow highlighter – **Yell for Spell** commonly misspelt words (particularly high frequency words and subject specific technical vocabulary) will be recorded by the teacher and the correct spelling will be taught explicitly in a later session.
- When marking writing teachers may use the agreed set of symbols in conjunction with the marking ladder.
- Unless specified in the marking ladder handwriting, presentation or will not be marked. However, when presentation and/or handwriting are a cause for concern teachers may give verbal feedback to children.
- Whenever possible the class's current Literacy and Numeracy targets will form one of the criteria in marking ladders.
- It is up to teacher's discretion how many pieces of work can be marked in this depth as it is a time consuming process but each block unit of literacy and maths should have at least one piece of work that is marked in this way and any major misconceptions will be highlighted in shorter pieces of work.
- **NB** For detailed diagnostic marking to have impact on learning, it is essential that children are given time to respond to improvement points identified by the teacher or through self-assessment. Classes timetable a specific 'purple pen' response time so called because children write their improvements in purple pen making it clear where they have revisited work.

### Pupil Marking.

- The school recognises the importance of children being aware and taking control of their own learning and sees self assessment and peer assessment as an integral part of this process.
- Opportunities will be given for children to mark their own work using the same symbols and methods employed by teachers e.g. marking ladders will have a column for children to assess their own work, children may use highlighters to identify successes in their work.
- For simple assessment children will use the symbols:
  - ☺ I fully understand the learning intention.
  - ☹ I partially understand the learning intention
  - ⊗ I don't understand the learning intention.Although children should be encouraged to be specific particularly when trying to articulate what aspects of their learning they find difficult.

- Teachers will model effective marking that is specific and related to the learning intention(s) and will aim to develop children's abilities to be self-critical without detrimentally affecting self-esteem.
- Teachers will also model how to give constructive feedback to peers that always identifies positive elements in their work and only identifies one specific point for improvement.

**Monitoring and Evaluating Marking.**

At the end of each term all staff carry out a work scrutiny of Literacy and Numeracy work in order to monitor standards and to set curricular targets. This also provides an opportunity to check that all teachers are following a common approach to marking.

In other subjects it is expected that subject coordinators will carry out an annual work scrutiny and that teacher's marking will be monitored as a part of this process.

Reviewed October 2014

Next review date October 2015