



Ball Green Primary School

Marking Policy 2016-17

Rationale

The provision of effective feedback to pupils who need to be able to assess themselves and understand how to improve is fundamental to improving learning through assessment. This was recognised in the Sutton Trust report as having the biggest impact on pupil's progress and ultimately their achievement. The marking of pupil's work is therefore a vital part of teacher assessment. This policy sets out how staff at Ball Green Primary School ensures that marking is an integral part of our assessment for learning and enables of children to make visible progress.

Effective marking

The purpose of marking is ultimately to provide opportunities for assessment for learning and to have a positive impact on pupil's attitudes, motivation and self-esteem. This is achieved by

- providing clear feedback to pupils about the strengths and areas for development in their work.
- relating to the learning intention of the lesson and giving direction towards the next step in learning.
- using feedback from marking to inform future targets and planning providing effective assessment for learning.
- actively involving pupils in moving their learning forward through self and peer assessment.
- celebrating success whenever possible in order to raise self- esteem and encourage children to work to their potential. Marking of children's work can have different roles and purposes at different

Guidelines

- Marking in all books should make regular reference to children's age related expectations which are in the front of their core subject area books.
- Appropriate comments, prompt questions or direct instructions for improvement are written in a language that the child understands and for younger children verbal feedback is given.
- A particularly successful piece of work may be rewarded with swap shop stars, head teacher awards or praise stickers in line with the school's system of rewards.
- As pupils become able to self- correct their work, written work is marked with the following codes in the margin to indicate an error in that line. The children are expected to make the necessary changes prior to starting their next task.
- Comments that pupils are unable to read or understand do not possess any value and therefore shall not be used.

- Verbal feedback is an effective, instant and highly effective method of providing guidance of improvement. It should be indicated by the initials VF
- Work should be clearly marked with an **I**, **CT** or **TA** to show whom the child has worked.
- Marking against the Challenge Question/Success Criteria should be underlined in pink or green. **Ticked pink** = the children have achieved or are working towards the Success Criteria. **Green for growth** = an area for children to develop/improve for next time/next steps. This could be spelling, punctuation, paragraphs etc. All marking needs to focus on learning.
- If a child is absent during a session, the Challenge Question label should still be placed in the exercise book and 'absent' written on the page.
- Through marking, rewards should be evident for achieving the success criteria. E.g. Team Points, Swap Shop Stars, Stickers, Stamps etc
- During showcase writing success criteria will be provided linked to the child's end of year ARE and an opportunity for self and peer assessment given. The opportunity to edit and review their own work will also be given following a showcase write.
- A vertical green line should be inserted to indicate where a new paragraph should begin.
- When correcting Maths work, any wrong answers should be underlined in green and corrections written alongside by the children
- Children should have fix- it time after work to follow up corrections, verbal feedback etc.
- Next steps green for growth marking should be led by a thinking bubble with think written inside. Bullet point notes will then state next steps / targets.
- When children have completed their fix-its, they should be marked to check understanding..
- **Spelling correction** should be corrections of a maximum of three HFW or phonetic words that are of the child's capability. The correct spelling should be discovered by the child applying a range of strategies including using a dictionary and then practiced by the child three times using an appropriate strategy.
- **Learning support assistants.** When LSAs work with a group, their marking should relate to the learning objective and success criteria and specify areas of difficulty. This will be used by teachers to inform future planning. It is expected that this feedback should be of the same quality as the class teachers.
- **Peer marking** is used for children to edit and improve each other's work – particularly in extended pieces of writing.

Marking Codes English, Topic and Maths	
I	Independent Work
T	Teacher Guided Group
TA	Teaching Assistant Supported group
VF	Verbal feedback
Sp	Spelling error
Cp	Capital Letter missing
//	New paragraph
~	Missing Word

Monitoring and evaluation

Senior and Subject leaders will gather samples of work from each class to monitor the implementation of this policy.

The performance indicators will be:

- An improvement in children's attainment
- Consistency in teachers' marking
- Pupils will be aware of expectations and marking criteria

This policy will be reviewed in September 2017