



GREAT ECCLESTON COPP
CHURCH OF ENGLAND
PRIMARY SCHOOL



MARKING POLICY

Reviewed and updated July 2019

Copp Cares

"Let us love, not in word, but in truth and action." (1 John 3:18)

Talk to me and I will listen, show me and I will remember,

Involve me and I will learn, encourage me and I will thrive.

Copp, the village school, where everyone is special and where God will help us grow.

Aims and Purpose

The aim of this policy is to ensure and communicate a consistency in marking throughout the school. We aim to improve each child's self-esteem by promoting the positive aspects of their work, establishing areas for improvement and encouraging best efforts in order so that all our pupils reach their potential.

The marking of pupils' work is an integral part of our assessment procedures.

Reasons for Marking

- Checks the understanding of concepts taught.
- Motivates and encourages the children.
- Checks effort and application.
- Provides constructive feedback.
- Helps with the preparation and planning of further work.
- Helps to set individual targets.
- Helps to celebrate the achievements of a child.
- Supports formative and summative assessment.

Effective marking should:

- provide clear and constructive feedback to pupils about the strengths and areas of improvement in their work;
- recognise, encourage and reward pupils' effort and progress;
- provide a record of pupils' progress;
- direct pupils to what they need to do to improve their work;
- contribute to assessment.

Marking Techniques

Marking techniques will vary according to the set task and the age and ability of the child although we follow certain non-negotiables.

- Every piece of work will be marked.
- Work will be marked as soon as possible after the learning to inform planning - only in exceptional circumstances will marking be completed after the day work is done.
- Children should be involved in the marking process wherever possible, through editing, self-assessment, peer assessment, discussion with the teacher or teaching assistant and through purposeful response to adult written feedback.
- Objectives will be made clear to all pupils:
 - YR discuss what is expected of an activity and share objective, when appropriate;

- Y1 discuss and display learning objectives; for core subjects, stick objectives and date in books. Children to write day from Autumn 1 and to proceed to writing month when able;
- Y2 discuss and display learning objectives; for core subjects, write objectives and dates in books (except in cases where this would take too long for specific pupils);
- KS2 write date and learning objectives at the beginning of work.
- Expectations will be made clear through a range of methods, including the use of success criteria:
 - YR - discuss how pupils can succeed in specific learning/task;
 - Y1/2 - discuss how pupils can succeed/use checklist for success criteria;
 - KS2 - discuss and establish success criteria in all core subjects.
- Marking will link directly to the objective.
- Marking will be written in **pink for progress** and **green for development/next steps**.
- **Green comments** which require a follow up from a pupil will be identified by a steps icon (next steps).
- **Green comments** will also be used to support pupils but will not, necessarily, require a follow up.
- All next steps should be followed up by the pupil.
- There will be an expectation of good presentation and poor presentation should be identified.
- Pupils will be encouraged to be careful with their spellings and any high frequency words or words pertinent to a particular child will be corrected.
- Success will be celebrated and shared whenever possible in order to raise self-esteem and encourage all children to work to their full potential.
- If a pupil is struggling with a piece of work, an adult will intervene (there should not be a page of incorrect work).
- If pupils have clearly understood the objective and there is no purpose in continuing with a particular piece of work because learning is not progressing, another task will be set or a discussion will take place.
- Merits will be used to reward good effort and achievements, eg smiley faces, stars, stickers, team points, Dojo points.
- Opportunities will be regularly planned for editing and re-drafting within English and other lessons.

- Big Write work will ALWAYS be used for editing and re-drafting and writing will be deep marked after this, using areas for development (linked to KLIPs) as targets. Purple pens will be used to show the changes.
- Unaided writing will ALWAYS be deep marked and areas for development (linked to KLIPs) will be used as targets, which will be closely monitored. Purple pens will be used to show the changes.

Feedback

Giving praise and encouragement is essential in promoting progress but can be given in different ways dependent on the needs of individual learners. This will include stickers, stampers, comments, verbal feedback, Dojo feedback and movement up the Learning Ladder.

- YR instant verbal feedback.
- Y1 verbal feedback and comments where appropriate.
- Y2 verbal feedback and next steps where appropriate.
- KS2 next steps in green (where appropriate) with pupil response specifically in core subjects, but also in other subjects, if warranted. If next steps are verbal, improvements should be seen in subsequent work.
- Spellings to correct will be done using the next steps method.
- Feedback from marking will be used to inform future targets and planning.
- Time must be given to allow pupils the opportunity to respond to feedback.

Marking may be done by:

- a teacher alone;
- a teacher alongside a child;
- a teacher with other adults;
- a child alone (self-correcting and self-assessment);
- other children;
- teaching assistants ONLY alongside a child or after group work (shared with teacher);
- student teachers.

MARKING WILL NOT BE DONE BY SIMPLY HIGHLIGHTING A LEARNING OBJECTIVE, WITHOUT DISCUSSION WITH THE CHILD.

Consistency

The following marking code has been devised to achieve consistency and continuity from Y2 to Y6:-

- | | | | |
|---|-------------|---|--|
| ✓ | Pink tick | = | correct answer to specific teaching point |
| ✗ | Green cross | = | incorrect answer to specific teaching point when marking is done away from the child |

• Green dot	=	incorrect answer to specific teaching point when marking is done with the child (assessment for learning)
O Ring or	=	capital letter error, punctuation or spelling mistake
^ Inverted V	=	missing letter, word, punctuation, unfinished sentence
? Question mark	=	unclear meaning
Ⓣ T in a circle	=	teacher/TA discussed with pupil or teacher/TA support

Corrections

The whole purpose of doing corrections is to help the child to learn from the mistakes made. Teachers should use their knowledge of the child in deciding exactly what and how work needs to be corrected. Appropriate time will be given for corrections to be completed.

Assessment

- Establish what the objective and success criteria are.
- Keep written comments to a minimum, but make them age and ability specific and also relevant ie "You could do better (name)!" is not constructive.
- Highlight the objective **in pink** if the objective is achieved, **in green** if there is room for improvement/development - children need to be aware of what they need to do to improve

Critique/Self and Peer Assessment

Children should be given regular opportunities to self-assess and peer assess work (at least once in a unit).

English Targets

- SPAG targets will be personalised and accessible to the child, teacher and teaching assistant so that they are used proactively and effectively.
- Targets will be taken from next steps on a piece of work or information from an unaided write.
- Targets and **next steps** should not be confused - a next step may be a quick fix.
- If a child is making no progress with a target, this should be discussed with the English Leader.

(See also English Policy)

Maths Targets

- Targets will be in the back of books to show how a particular child can move on.
- Generic sheets will be used and the focus will be number bonds and times tables (showing progress from chanting to applying).
- If a child is making no progress with a target, this should be discussed with the Maths Leader.

(See also Maths Policy)

