



Hartlip Endowed Church England Primary School

Marking Policy

Mission Statement

At Hartlip Endowed Church England Primary School, we believe marking should provide constructive feedback to every child, focussing on successes and improvements against learning intentions; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

Our Marking Policy is centred, as all our policies on our identified and selected Christian Values: Trust, Forgiveness, Thankfulness, Peace and Friendship.

- ✓ All members of the school community are **trusted** by all those within the school community to deliver the very best for the children in all that they do
- ✓ Things will go wrong. There is a quiet acceptance of this deployed throughout the school and the opportunity to move on and learn from this, demonstrated through the value of **forgiveness**.
- ✓ All members are **thankful** for the community to which we belong and demonstrate this accordingly. Learners appreciate the hard work that teachers put in to the marking of work to progress learning and realise potential.
- ✓ We learn in **peace**. We accept that we all learn in different ways and have different needs that require accommodation
- ✓ We learn in **friendship**; supporting each other to achieve to our very best potential at all times.

The Aims of Marking

At Hartlip School we use assessment as a means of identifying the achievements of our pupils and of indicating ways to further support them. Marking informs future planning and targets for groups of pupils and/or individuals.

Marking should:

- ❖ Be linked to curriculum planning and delivery.
- ❖ Be manageable and enable teachers to plan effective learning experiences for our pupils.
- ❖ Identify ways that pupils can improve.
- ❖ Give recognition and appropriate praise for achievement.
- ❖ Involve pupils with teacher, peer and self-assessment
- ❖ Provide opportunities to reflect on learning needs.

'Teachers should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback they give'.

Assessment Reform Group, 2002

Marking communicates progress made and guidance for further improvement to the pupil. Pupils are encouraged to respond to teacher comments and understand the purpose of highlighted work e.g. **great green** and **think pink**. Where appropriate, pupils are given time to respond to feedback and improve their work where necessary. Comments are also used as a tool for praising pupils' achievements. **Every piece of work is at least acknowledged by the adult's initials.**

Aims

- ❖ To develop a coherent approach to marking, that is easily understood by teachers, pupils and parents
- ❖ To raise standards through a consistent approach of positive marking
- ❖ To provide a framework that allows for regular marking, without creating unrealistic demands on staff

Principles

- ❖ Frequency of marking should be sufficient to support pupils' learning.
- ❖ Work may be acknowledged in a number of ways including: teacher marking (highlighted, comment only or stamped – 'we have discussed this work'), peer marking or self evaluation
- ❖ Where appropriate, it is helpful to check for an understanding and accuracy during the lesson thereby providing immediate feedback on work in progress
- ❖ Teachers aim to maintain their own records during the school year to contribute to informing pupils and parents of progress
- ❖ These records will be used in conjunction with the schools' tracking systems on the school network

Teachers and pupils will mark work according to the Learning Intentions or Success Criteria. Pupils will be asked to self-assess their progress towards the learning intention / success criteria at the end of each lesson by putting a dot (traffic lighting) by the title. **All work must have a title that is either the learning intention for the lesson or reflects the learning intention**

Marking Methodology

1. Teacher Marking

Teachers mark in **Green** and **Pink** pens and highlighters so that areas of success and areas for development are easily identifiable to the children.

- **Highlighted Marking:**

Pink highlighter = Think pink: I need further help to meet the LI or SC, or this is an area for improvement

Green Highlighter = Great Green: I met or exceeded the LI or SC.

These colours can also be used within the work to indicate instances that the teacher or pupil believes are **particularly good (green)** or **needing improvement (pink)**. This avoids the need for having to write things that maybe inaccessible to the child.

- **Comment marking (green or pink pen):**

A **reminder** prompt – reminding the child of the SC (What else could you say here? Is this a powerful verb?)

A **scaffold** prompt – modelling what the child needs to do (e.g. What was the dog's tail doing?, describe the expression of the dog's face)

An **example** prompt – providing examples that demonstrate progression (e.g. Choose one of these or your own: He ran around in circles looking for the rabbit/ the dog couldn't believe his eyes)

A **choice** prompt (e.g. Can you choose a better word instead of nice?)

- **Codes:**

DWP: Discussed with pupil

A: Worked with adult support plus a progress comment where appropriate

I: Independent work

S: Supply teacher (record at end of the piece of work) It is an expectation that supply teachers/PPA cover teachers mark all the work that they have taught. Code S should be used followed by a clear signature/initials. For contracted teachers within the school fulfilling this role, this marking will contribute to the particular staff member's triangulation record.

2. Pupil Marking and Response

- Peer and Self-evaluation and assessment

Where appropriate pupils will self-evaluate or mark theirs or another's work in **red pencil or red pen**

Pupils should self-assess their learning in line with the LI/success criteria and indicate this on their work (smiley faces, traffic lights etc)

- **Response from pupils:**

Pupils should respond in **red** pen/pencil to teacher's comments to further their understanding and learning.

- **Paired Marking**

Where appropriate, pupils should sometimes be asked to mark work in pairs. The following points should be noted:

Pupils need to be trained to do this, through modelling with the whole class, watching the paired marking in action

Pairings should be decided by the teacher

Pupils should be encouraged to enter into a dialogue about the work as opposed taking turns to be 'teacher'

Monitoring Marking

Book scrutinies are carried out at least every six weeks by SLT or subject leaders. Feedback is provided to individual staff members and fed in to triangulation as well as the production of a whole school report. It is an expectation that areas are addressed.

SLT/ Subject leaders may write comments in books that have been monitored in a different colour to the teachers and children.