



Eveline Day School Marking Policy

The Aim

The aim of our marking policy is to provide guidance for teaching staff to enable them to provide quality comments on the assessment of children's work and give an indication of what pupil's next steps are in their progression of learning.

Feedback / Marking policy

Why do we need a marking policy?

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. Minimal marking and/or verbal feedback is useful provided feedback is given in some form and progress can be shown. The attached type of sheet, or a teacher made alternative, can be used to give whole class feedback.

What are the principles that guide the school's approach to marking?

Marking and feedback should:

- give recognition and praise for achievement (in pink) and next step guidance where applicable to move forward (in green);
- be manageable for teachers and easily understood by pupils;
- relate to the learning intention for the individual;
- involve appropriate adults working with the pupils in the classroom;
- allow specific time for children to read, reflect and respond to marking/ feedback, which could include initialling to show they have read the comment;
- inform future planning and group target setting;
- use consistent codes across the key stages;

How do we mark children's work?

We make use of five forms of marking/feedback:

- 1. Whole class marking** [for example by using a 'marking sheet' – see Appendix 1]
- 2. Oral Feedback** [use stampers or write 'VR']
- 3. Written marking and feedback**
- 4. Self-marking /assessment**
- 5. Peer marking/ assessment**

Marking can:

- 1 –intervene to SUPPORT using reminder prompts**
- 2 –intervene to CONSOLIDATE using scaffold prompts**
- 3 –intervene to ACCELERATE using challenge prompts**

In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been marked or feedback given, time should be given in a future lesson for children to read and improve their work. Children can initial their work when this takes place.

Teachers model the process to the children at the beginning of each year so that they are clear what the different coloured markings on their books means and what is expected of them when they respond

Guidance for Quality Marking

- Each piece of work that is completed by the children will be marked according to the policy.
- Teacher's mark work against the LO and with success criteria in mind.
- Regular targets are set with the children and regular next steps can be identified with the children and highlighted in the marking.
- Children assess their own and their peer's work, using a checklist, giving the teacher an indication of how they are finding the work.
- Within every lesson, there is opportunity given for children to feedback on their progress by using a 'smiley face' or 'traffic light system' (or another chosen by teacher) or with a 'thumbs up and down' approach.
- Teachers may use the tick and target method of marking (as identified below). In addition to this, there will be a positive personal comments made by the teacher.
 - positive aspects within each piece of work marked **in pink**.
 - next steps or areas of development marked **in green**.
 - When a child has met their termly individual/group target and this is recorded on 'I can' statements in back of children's books.
 - **W/H (stampers in Reception)** Supported work

Please note that on most occasions, where there is a next step it is expected that there will be an action for the children to complete.

- When success criteria have been used children and/or teachers may choose to identify positive aspects on the success criteria sheet.
- Teachers will give children the opportunity to address misconceptions by setting Purple polishing work (PPW) in Maths, English, Science and Humanities on a regular basis, Y1-Y6. Time to complete this will be given in class at the beginning of each lesson or daily – whichever is appropriate. **This will be identified in books as PPW and/or use of a purple pen.**
- Teachers will monitor completed PPW and acknowledge it.
- In KS1, this policy will be modelled and verbalised with the children with the expectation that by the end of Y1, children are becoming more independent in its use.
- Marking according to the policy is expected to be done by Teaching Assistants who are working with small groups. It is an expectation that they feedback and observations/interventions to the teachers and that teacher's use their feedback, alongside marking, for summative and formative assessments.

Monitoring of Marking

At Eveline Day School marking is monitored half-termly through work scrutiny carried out by subject leaders and/or SLT over the course of the academic year and through 'drop-in work scrutiny' at other times. During staff meetings, when moderation is taking place, marking can be a focus for the session.

S Holloway in consultation with teaching staff and SLT

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