

This policy forms an important part of the school's approach to teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

This policy will be:

- Consistently applied by all staff
- Clear in its purpose
- Manageable by staff and children
- Productive in its outcome

### **Purpose of Marking**

At Regent Farm, we believe that the most effective way of marking for all pupils is through a regular and immediate dialogue with children. We aim to ensure that all children have feedback in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

Feedback is an essential part of planning, assessment, teaching and learning: if done effectively it can be a powerful influence on learning and achievement. Responding to children's work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. This is a progressive system, appropriate to the individual, in order to give clear messages to pupils, parents and other teachers about individual progress.

Written marking is only valuable if comments are read and responded to, therefore staff consider carefully the age, and ability of children, when spending time making written comments. Opportunities for written marking will always take on a positive form and will aim to motivate, value and enhance children's learning. Marking will be clear and appropriate in its purpose, either to encourage and celebrate learning or to suggest ideas for development/improvement.

In summary, marking at Regent Farm will:

- Encourage children's effort and achievement and celebrate success.
- Provide a dialogue between teacher and children, give age appropriate feedback about successes and improvements in their work.
- Provide opportunity for children to review their own work, or a peer's work, and understand the next steps in learning.
- Indicate how work was successful or could be improved with reference to success criteria or individual targets.
- Form a vital part of assessment for learning and inform future planning in relation to support and extension.

### **Marking Strategy**

Four types of marking and feedback occur during teaching and learning at Regent Farm:

**Teachers' well considered intervention**, to prompt deeper thinking, and swiftly address any misconceptions during lessons. This takes the form of verbal feedback (indicated in books by a VF) and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during 1:1 with a pupil or on a group basis.



**‘Light’ marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils’ work.

**Developmental marking**, in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

**Self-assessment and peer assessment**, considering the success of a piece of work, any errors or misunderstandings and to support the editing process. This will be completed in green pen and will be done in line with the stage of development of the learner.

All pupils work is to be at least lightly marked by staff members, no work should go unmarked, this marking may take the form of verbal dialogue and feedback (indicated with the symbol VF). Preparation work including text maps, plans and drafts in literacy and jottings, working out and exploration in mathematics may be collated in pupils’ books. This can be in the form of photocopies of white boards and material captured electronically and reproduced as appropriately. This evidence is important as it charts the process and progress of pupils’ learning however marking of these ‘notes’ will often be instant and verbal to ensure it helps support learning or next steps.

There should be times when pupils will have extended pieces of work marked developmentally. This marking will require an effective response from the pupil and time should be allocated by the teacher for a meaningful response to be made. The overseeing of such a task may be carried out by another adult other than the class teacher. This type of marking considers the age and ability of each individual child and should only be carried out by staff if it has a direct impact on progress and understanding.

In the Foundation Stage, developmental marking process maybe exemplified through observational assessments made by adults and then verbal feedback noted down as part of the child’s learning journey.

The following list shows examples of the types of marking which may be evidenced in books.

- VF: Verbal Feedback has been used within the lesson. During the dialogue with the adult, further explanation or challenge has been provided to address misconceptions or further learning.
- Developmental comments may be used where the child needs to revisit or reflect on an area of their work. The teacher may also have provided an example to the child to further their understanding.
- Corrections, such as spelling or punctuation, may be shown or underlined for child correction. The code SP could be used to ask the child to find and practise the correct spelling of the word.
- Further challenges may be added (these could take the form of a ‘Golden Box Challenge’, sticker or written comment) where the teacher feels, after dialogue with the child, their knowledge can further be strengthened by a high-level challenge.
- Work can be ticked or crossed to indicate to the child it is right or wrong.
- Motivational comments or stickers
- Self or peer marking will be indicated by using green pen or pencil.

If children complete work with support from a teacher or teaching assistant this will be indicated at the top of the paper with T or TA. If the child usually has one to one support, for example due to an EHCP, but completes something independently this will be shown with an I.



## Maths Self Marking Approach

Within our marking system, different subjects can take a different approach to marking due to the nature of the content, method or task. In maths lessons, children are given an opportunity to check their work after four or five calculations. This means, if they have a misconception or misunderstand something they can alert an adult in the room immediately.

This avoids the situation where a child has diligently worked through reams of sums, for example in the teacher is with a group. It also allows staff to address any misunderstandings quickly before they become established and to see if the errors apply to an individual or group of children.

This approach also has the benefit of improving pupils' confidence. If appropriate to the learning objective, teachers will often produce work at three levels of challenge. Pupils choose which level of challenge to start at and, naturally, less confident (but able) children usually start at the easiest level. However, our revised approach lets these pupils see when they get the first few calculations correct which inevitably helps them feel more confident and more willing to move on to the next level.

This approach to self-marking places the onus on the learner to check their work and identify their own errors which is fantastic for their understanding and retention. But like anything, pupils must be taught how to do this.

## Teaching Pupils The Skills Of Self-Checking

Teaching self-checking involves teaching pupils to think deeply about the work they have just learnt. Otherwise, they might just scan through their work, reading but not really thinking. When you think deeply about something, it is much more likely to get stored in your long-term memory and teachers at Regent Farm will use a variety of approaches to get pupils thinking about their work. These include:

- providing/modelling answers for children to compare and evaluate
- the use a visualiser to model ways of checking; pupils then mirror this on their own work
- using a 'here's one I wrote earlier' example or the teacher deliberately modelling a mistake
- the use of a recipe for success checklist
- using sentence starters to discuss their work e.g. *I think the bit where...but it could have sounded better if...*

## Peer Critique

Peer assessment enables children to give each other valuable feedback so they learn from and support each other. It adds so much more to learning and the opportunity to talk, discuss, explain and challenge enables children to often achieve more than they would unaided.

Children will be taught how to effectively critique work through key stage 1 and 2. They will be shown sentence starters to encourage deeper thinking and more constructive comments. For example:

- 'I like this part, but have you thought of...'
- 'What made you use this word/phrase/ connective/simile/metaphor and not another one?'
- 'The best part is when you...'
- 'I think that next time you should think about...'

- 'I think you've achieved these two success criteria, but I'm not sure about the third. What do you think?'

Children will use two coloured post-it notes when completing peer critique. Green – to explain something successful/effective etc, and pink to encourage the child to think further about an element of their work. These will be kept in their books as evidence.

### **Monitoring and Evaluation**

The senior management team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff, this could be to the whole staff team or to individuals depending on the nature of feedback.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress. We also hope the application of this policy will celebrate learning and allow children to be proud of their achievements in class.

The performance indicators will be:

- An improvement in children's attainment
- Consistency in pupils understanding of their next steps and how to improve
- High level of child engagement and enthusiasm in their own learning

### **Responsibilities**

It is the responsibility of the class teachers, and any other staff members marking work, to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of school leaders and governors to ensure the policy is correctly implemented by all.