



Colegrave Primary School Marking Policy

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full.

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Reviewed: December 2016

*Loving Learning,
Striving for Success,
Achieving Everyday*



INTRODUCTION AND CONTEXT

At Colegrave Primary School, we believe that marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria. Marking should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across each stage within our school, that informs and influences our planning and which enhances children's learning.

OBJECTIVES OF MARKING

Effective marking should:

- give feedback to children, inform them of their achievements and the next steps in their learning;
- relate to learning objectives and success criteria for each lesson;
- give children specific praise for the success of their work, showing it is valued;
- give children clear strategies on how they can improve their work;
- provide children with next step or challenge questions to move learning on;
- help teachers evaluate teaching and inform future planning and next steps in learning;
- show consistent codes and procedures throughout the school;
- provide a tool for teacher assessment, and
- help parents to understand the strengths and areas to develop in their children's work.

FREQUENCY OF MARKING

At Colegrave, teachers are expected to mark books on a daily basis. Not all pieces of work can be 'quality marked'. Teachers must decide whether work will simply be acknowledged with their initial or given detailed attention and feedback.

QUALITY MARKING

In order to ensure that marking is consistent and provides regular feedback to children on the progress they are making teachers should mark using the marking codes (see Appendix 1 – Marking codes);

The following subject and activity-based guidance should be followed:

- Twice a week (minimum) each teacher will quality mark one piece of work in English and Maths.
- Once a week (minimum) each teacher will quality mark one piece of work in Topic.
- Handwriting - verbal feedback will be given and all books will be initialled and dated.

To celebrate success and encourage children to continually aim to improve their work, we use the '**Next Step Marking** approach, which operates as follows:

(a) **Green Pen** - Teachers will begin with a comment that positively reflects on learning or effort, such as: *You can, You know, You have...*

(b) **Red Pen** - Teachers will write next step or challenge and then follow it with a comment such as: *Now try... (set a specific target)*

Other examples of targets may be a question asked by the teacher, a request for children to complete a sum or a statement or an explanation for a method or process.

The aim of quality marking is to move children forward with their learning. Therefore comments must relate to the learning objective. Avoid comments like *'well done'*, *'keep it up'* or *'LO achieved'*. Targets should be simple, specific and challenging for all children, e.g. *'what are the properties of this 2D shape?' or 'write a better word for "angry"'*. All other work should be dated and initialled at the end of the work to show children that teachers have read it.

RESPONSE TIMES

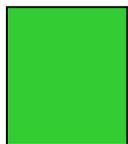
For quality marking to be purposeful, teachers must give the pupils an opportunity to respond to their marking. It is imperative that pupils are given the time at the start of a lesson to read and consider the teacher's feedback. Children should be encouraged to ask for clarification and be clear about what they need to do in their next piece of work. Children should respond to feedback either verbally or in writing. This should be subsequently checked by the teacher to ensure that learning has taken place.

MARKING AND FEEDBACK IN THE EYFS

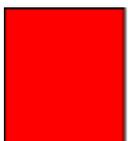
Marking and feedback includes;

- Verbal praise
- Written annotations and short narrative written observations
- Annotation of work and photographs by the teaching team
- Children beginning to annotate their own work
- Oral dialogue with children about their play, work or 'special books'
- Next steps recorded in English and Maths books which inform future planning

Key Stage One Marking Codes



You have understood this work (green pen)



Your next steps (red pen)

Blue pen for the following:



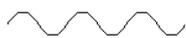
Independent work



Supported work



Resource provided



Spelling mistake



This does not make sense

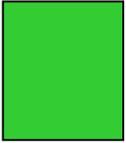


Check your punctuation

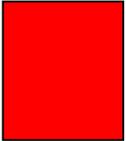


You have received verbal feedback

Key Stage Two Marking Codes



Positive comment telling the pupil how and why they have met LO



Comment telling the pupil how to improve and next steps/challenge

Blue pen for the following:



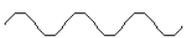
Check your punctuation



Check your grammar



You have missed out a word



Check your spelling and learn at home

VF

Verbal feedback (indicate content of verbal feedback)



Supported work



Independent work



Resource provided



Peer assessment



Self-assessment