

Primrose Hill Primary School



Marking Policy: *A baseline for outstanding practice*

September 2014
Review date: September 2016

KEY PRINCIPLES

Marking at Primrose Hill is 'Learning Centred', meaning that each element of practice is underpinned by an understanding of how teachers and children can use marking effectively to progress their learning.

At Primrose Hill we believe that children learn best when:

- Marking is systematic, accurate and informs planning for learning (AfL)
- Constructive feedback enables children to understand how to respond, improve and extend their learning
- Marking encourages children's engagement and interest in learning
- Marking creates a record of achievement and progress



Key Principle

Children learn best when marking informs systematic, accurate assessment and planning for learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children's work marked towards a learning intention and/or success criteria when appropriate
- creative teaching and learning based around the needs of the children as informed by regular marking
- extra contextual annotation on the children's work, providing further evidence for assessment or reference to relevant assessment foci e.g. VF – use of full-stops, VF – range of adjectives, etc.
- teachers and teaching assistants indicate the level of support provided on children's work

TEACHERS WILL ENSURE THAT:

- frequent and regular marking is used to provide evidence for assessment of learning
- frequent and regular marking is used to inform planning for whole class, guided group and one to one teaching of a given curriculum area or spellings for home learning.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there is an Assessment Policy that ensures further consistency of practice
- marking informs the Pupil Data Tracking
- all Curriculum and Phase Leaders will monitor and feedback on marking throughout the school on a termly basis
- Senior Leadership Team will oversee the monitoring of marking



Key Principle

Children learn best when constructive feedback enables them to understand how to respond, improve and extend their learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- adults marking alongside children during guided sessions in any subject where children are being taught in a small group
- conference marking with the children, including using succinct verbal feedback on how the children can improve their learning
- children's work highlighted using a colour code: **selected** successful elements of the work in **yellow** (e.g. good use of vocabulary/ evidence that the learning intention has been met/ some of the criteria has been used/ meeting personal targets etc.) and highlight **selected** areas for development in **green** (e.g. punctuation/ selected spellings/ over use of 'then' etc...)
- planned opportunities for self and peer assessment using the **blue** pen / pencil as appropriate
- children responding to formative comments in order to improve and extend their learning using a **blue** pen / pencil so that it is easily identifiable

TEACHERS WILL ENSURE THAT:

- comments, written in the margin or under the children's work, are succinct, specific, appropriate to the child and focussed on next steps or on reasons for praise in particular areas (e.g. 'I really like the way you...' 'Well done you remembered to...')
- there is a balanced acknowledgement of **good features** (75%) and suggestion of **areas for development** (25%) which link to the lesson's success criteria and/or learning intention; selective acknowledgement of spelling mistakes (e.g. topic vocabulary) should be acknowledged
- each child will receive quality verbal feedback from the teacher (conference marking) recorded as VF in the children's books
- responses and extension tasks have been acknowledged

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- regular monitoring will show that children have had opportunities to respond, improve and extend their learning to respond to constructive feedback
- in annual interviews, pupils across the school will demonstrate a sound understanding of what the colours represent and how they are expected to respond to corrections



Key Principle

Children learn best when marking encourages children's engagement and interest in learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- marking frequently and regularly (*All work must be marked within one week. Formative comments should be made each week to the following pattern: Week 1 - One piece of Literacy and one piece of Maths; Week 2 - One piece of Literacy and one piece of Maths; Week 3 - One piece of Context*), providing pupils with very clear guidance on how learning outcomes can be improved.
- formative comments should be made with regard to the process of Marking for Improvement (see Appendix 1).
- children read and then respond to marking using a blue reflection pen / pencil
- stamps, stickers, symbols and / or praise used to reward effort and attainment to encourage engagement, motivate and build confidence
- extra challenges being used where appropriate to extend and motivate learners

TEACHERS WILL ENSURE THAT:

- comments consider the emotional response of the child
- a professional judgement has been made about the intensity of marking required for each piece of work
- all pieces of work are marked or acknowledged in some way
- children have an opportunity to engage with marking and comments

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- marking and feedback is in line with the Teaching and Learning Policy
- yearly pupil interviews will demonstrate pupils' understanding and appreciation of the positive function of marking



Key Principle

Children learn best when marking creates a record of achievement and progress.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- APP sheets which cross reference evidence of learning to select children's books
- work within books which displays a progression of learning as a result of effective planning informed by effective assessment
- marking in books which displays a dialogue of learning between teacher and child
- marking which adheres to the aforementioned systems and links to learning intentions and/or success criteria of the given lesson and curriculum area

TEACHERS WILL ENSURE THAT:

- evidence of learning and progress is used to inform systems of assessment
- next steps are identified and acted upon in order to create an individual record of achievement and progress

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- tracking data is informed by accurate assessment of children's individual learning journeys
- evidence of achievements and progress will be used in PPR and inclusion meetings

Appendix 1: Marking for Improvement

Key Principles:

1. All formative comments should have an impact on the child's learning and help them improve.
2. The best feedback is oral feedback. Marking should emulate or support oral feedback.
3. Effective marking should engender faith- only give children achievable targets.
4. Effective marking is clear.
5. Marking should not be overly burdensome to the teacher.

Literacy: The Practice

KS2:

1. The teacher reads a child's writing in its entirety.
2. The **two** best parts of the writing are **highlighted yellow** (for sunshine) so that every child knows they have best parts.
3. One part is placed in **green highlight brackets** (for growth) to be improved.
4. The teacher writes an improvement prompt at the bottom of the piece of writing – a *reminder prompt*, *scaffold prompt* or *example prompt* (See Appendix 2).
5. Children are given time to reflect on their work and improve the section highlighted in green brackets. Improvements must be made; children will continue to reflect on their work until the target is met.

KS1:

As above with the following exceptions:

2. When the child has only written a few sentences, words or phrases can be highlighted (still only 2).
 3. Year 1: Words/phrases to be underlined in green, moving onto brackets by the end of the year.
- All work will be conferenced verbally with the children (with exception to children who are able to respond to written comments).

NOTE: All published work should go through the writing process (planning, marking, editing, revising & publishing) and subsequently have correct spelling, punctuation and grammar.

Maths: The Practice

1. Formative comments should focus on moving children on and providing them with challenge.
2. The first few and the last few calculations should be checked. If a child has got all the answers correct, a challenge questions should be given (**highlighted in green**).

Topic: The Practice

1. Formative comments should focus on the skills or knowledge being taught.
2. Next steps should provide children with an opportunity to reflect on what they have learnt, identify and challenge any misconceptions or provide a challenge question that extends the child's skills or knowledge.

Appendix 1: Improvement Prompts

Range of Prompt	Learning Intention	Extract from child's writing	Reminder Prompt	Scaffold Prompt	Example Prompt
Why . . . ? Justifying a statement	To write a letter giving reasons for things you say	"It was <i>dismal</i> "	Say why you thought this	Why was it a dismal time? Why did you hate being there?	Choose one of these or your own: <ul style="list-style-type: none"> It was dismal because I was bored all the time. I found it dismal having only my granddad to talk to.
How did he/she/you feel?	To retell a story showing people's feelings	"Nobody <i>believed him</i> "	Say how you think this made him feel	How do you think Darryl felt about not being believed? Do you think he might have regretted anything he'd done before?	How do you think he felt? <ul style="list-style-type: none"> Angry that people did not trust him Annoyed with himself for lying in the past Your own ideas?
Add something	To use effective adjectives and adverbs in a account	"Jason was <i>trying to distract him</i> , but the dragon was <i>too strong</i> "	Use more adverbs and adjectives here	Let's use some adverbs to describe how they fought. Fill in the missing words: Jason tried _____ to distract him, but the dragon _____ly used his strength to get past. Jason stabbed his sword _____ly into the dragon's nearest side.	Improve the fight by using one of these or your own: <ul style="list-style-type: none"> The dragon's tail lashed viciously, cutting Jason's own flesh. Jason bravely lunged at the dragon, thrusting his sword fiercely into his side.
Change something	To use effective adjectives in a description	"He as a <i>bad monster</i> "	Think of a better word than bad	What kind of monster was he? Change bad for a word which makes him sound more scary. Write it in the box.	Try one of these or your own in stead of bad: <ul style="list-style-type: none"> ferocious terrifying evil
Tell us more	To introduce a character in a story opening	"James <i>went to school</i> "	Could you describe Jason?	What type of boy is James? Good, bad, kind, shy, excitable, loud, naughty? Try to help us know him. James was a _____.	Describe James's character – perhaps: <ul style="list-style-type: none"> James was a kind, likeable boy with a great sense of humour. For instance . . . James was often excitable and noisy but would be quiet and serious when he was working.
What happens next?	To write a middle and end from a given start	"A last the merman as the mermaid"	How is your story going to end?	What do you think the merman said to the mermaid before they went home tighter?	Write one of these or your own ending: <ul style="list-style-type: none"> "I love you" said the merman. The mermaid took his hand and they swam away. The merman looked embarrassed as he explained to the mermaid why he had taken so long to find her. She forgave him with a smile.

DISSEMINATION OF THE POLICY

The policy will be given to all members of staff and copies will be available for parents.

PROCEDURES FOR MONITORING AND EVALUATION

The head teacher, members of the senior management team and members of the curriculum leadership team, will monitor the policy.