

## Marking Policy 2020

### Rationale:

To ensure that all children have their learning marked in such a way that will improve their outcomes, develop their self-confidence, raise self-esteem and provide opportunities for self/peer reflection. As a result of this policy, there will be a consistent approach in the way that children's learning is marked across the school and their awareness of their next steps. Our Marking Policy is embedded alongside our Assessment is for Learning Policy throughout the school.

### Aims:

#### **Marking and Feedback should:**

- ✓ Give children clear direction on what they are doing successfully and how they can improve their learning.
- ✓ Encourage discussion between children and adults regarding progress, success and areas to improve.
- ✓ Relate to learning intentions and co-constructed success criteria taught during the lesson.
- ✓ Use consistent codes and practices throughout the school.
- ✓ Measure progress against targets, school or national expectations.
- ✓ Provide a tool for teacher assessment, diagnostic, summative and formative to inform future planning.

### General Information

Throughout the course of a week a variety of marking will be evident across the curriculum. Both light and developmental marking will be used alongside self and peer assessment. In literacy pupils will frequently use peer and self-assessment however teachers will supervise this to identify any learning needs as they arise.

#### **Four types of marking and feedback occur during Teaching and Learning:**

1. **Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback 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 learning with a pupil or in a group basis. For younger pupils this can be noted down to record the feedback and response process.
2. **'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
3. **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.
4. **Self-assessment and peer assessment** of the attainment and success of a piece of work.

## Marking Procedures (Where appropriate)

### Green for Go

Green ink used for ticking correct answers, underlining and writing positive comments to allow children to easily identify positive feedback.

### Pink for Progress

Pink ink used for dotting incorrect answers, underlining and writing feedback to allow children to easily identify areas for development.

### Self-Assessment

SA should be written by the pupils next to the date. Pupils should be trained to review their own work as they go along. Pupils / groups should be able to independently mark their own work and clearly show any corrections made.

### Peer Assessment

PA should be written by the pupils next to the date. When peer assessing pupils should be trained to identify one positive aspect of work and one area for growth which **must apply to the learning intention and co-constructed success criteria**. For Early / First this could be adapted by the teacher.

### Teacher Led Self-Assessment

Teachers will lead a group whilst they self-assess, leading discussion around correct and incorrect answers. Pupils can record 'Discussed with Teacher' or teacher can comment to acknowledge he/she has seen it.

**Class Teachers should regularly monitor self/peer assessed work to ensure pupil progress and activities should have a balance of teacher/peer & self assessment approaches**

### Live Marking Providing Oral Feedback

Used throughout lesson. Green or pink pen used (where appropriate) as children are still working to identify if they are being successful against Success Criteria or if they require additional support. Oral feedback can be given and live marking continued later to assess progress.

Teachers must create opportunities for providing feedback by focusing on groups and individuals during a session rather than the whole class. Teachers can provide feedback on a rotational basis to make it more manageable. This will ensure that the feedback is of a high standard (from AiFL Policy).

Non-teaching staff can live mark when supporting a group providing live feedback to the teacher.

### **Benefits of Live Marking:**

- Pupils engage in the feedback there and then
- The feedback is relevant and immediate
- The feedback is given at the point it is usually needed most - when the pupil is working
- The feedback is personal
- The feedback includes examples, the teacher can model, if necessary
- The feedback can be used to develop the whole class
- The feedback is appropriately matched to each pupil
- Train children - independence/impact editing process
- More visual - easier to understand
- Feedback is communicated and understood by children instantly
- Need good quality modelling to compliment live marking
- Constantly informs teaching/next steps
- Gives children more guidance and focus to expectation
- Can identify the need for further challenges
- Objectives achieved recognised
- Improves teacher knowledge and encourages mini plenaries to address misconceptions

**It is not expected that live marking is carried out for all learners in every lesson.**

### Developmental Marking

Teachers will examine pupils work and leave comments on what was done well and any areas for development. This can be done in a cycle alongside peer and self-assessment. Any feedback should relate directly to Learning Intention/Success Criteria.

## Maths

### **Early Level**

- Staff respond to early years work verbally although this will always be clearly marked on the child's work.
- When an error is made a dot will be placed by that error. When corrected, the teacher will tick the correction.
- Teacher can leave comment linked to the Learning Intention/Success Criteria.

### **First/Second Level**

- Live marking can be used in maths to support the learning within the lesson.
- When an error is made a dot will be placed by that error. When corrected, the teacher will tick the correction.
- Teacher can leave comment linked to the Learning Intention/Success Criteria.

## Literacy

### **Early Level**







- Staff respond to early years work verbally although this will always be clearly marked on the child's work.
- Marking code to be used as appropriate.
- Targets / success criteria can be glued in alongside a piece of work and highlighted to show 'green for go' and 'pink for progress'.
- Words that a child should know but have been spelled incorrectly shall have SP in the margin. Where a child has attempted to use an unfamiliar word the teacher will underline and correct that word. (**Teacher judgement should be used here so as to not demoralise the pupil**).

### **First/Second Level**

- Live Teacher Marking - ongoing marking of children's work during any written task to identify success and areas for development.
- Marking code to be used as appropriate.
- Underline examples of SC in green e.g. if the child uses a metaphor / simile and this is part of the success criteria then each metaphor should be underlined in pink.
- Positive or growth comments to be placed in the margin next to the area identified rather than at the end of the written piece.
- Spot Marking - Pie Corbett - place a pink dot in the margin for children to identify and correct the error.
- If verbal feedback is used, then this should be clearly marked on the jotter.
- Words that a child should know but have been spelled incorrectly shall have SP in the margin. Where a child has attempted to use an unfamiliar word the teacher will underline and correct that word. (**Teacher judgement should be used here so as to not demoralise the pupil**).

## Marking Codes

Marking codes ensure a consistency throughout the school and are displayed clearly in each classroom (See appendices).

Early Level	
I can form all letters correctly.	
I can use my sounds to help me write words.	
I can write on the line.	
I can leave a finger space between words.	
I can use a capital letter at the start of a sentence.	
I can put a full stop at the end of a sentence.	

First Level	
P	Punctuation
SP	Spelling
CL	Capital Letter
FS	Full Stop
H	Handwriting
?	Does Not Make Sense
^	Missing Word
.	Requires Correction
✓	Correction
SA	Self Assessed
PA	Peer Assessed

Second Level	
P	Punctuation
SP	Spelling
G	Grammar
CL	Capital Letter
FS	Full Stop
H	Handwriting
NP/NL	New Paragraph Needed or New Line
T	Wrong Tense
?	Does Not Make Sense
^	Missing Word
.	Requires Correction
✓	Correction
SA	Self Assessed
PA	Peer Assessed

CT/SA/PA marking focus should be on the specific LI/SC for a piece of work e.g. in a piece of writing - sentence starters etc If another element is highlighted this might be due to expectations e.g. marking spelling errors that you know a child should not be making. Professional judgement should be used to not detract from the pupil's work or demoralise a pupil when receiving written feedback.

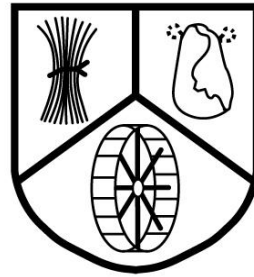
Systems should be in place for children to know where to put completed marking e.g. marking table/trays etc

## Other Curricular Areas

- A mixture of all types of marking is sufficient in other curricular areas.
- No requirement for pink / green pen.
- Use of stickers to award good work.

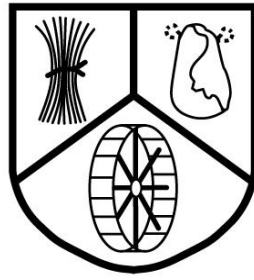
- Feedback to be given where required.

## Marking Code



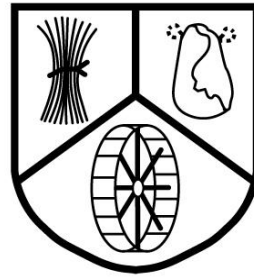
Primary 1	
I can form all letters correctly.	
I can use my sounds to help me write words.	
I can write on the line.	
I can leave a finger space between words.	
I can use a capital letter at the start of a sentence.	
I can put a full stop at the end of a sentence.	

# Marking Code



First Level	
P	Punctuation
SP	Spelling
CL	Capital Letter
FS	Full Stop
H	Handwriting
?	Does Not Make Sense
^	Missing Word
.	Requires Correction
✓	Correction
SA	Self Assessed
PA	Peer Assessed

# Marking Code



Second Level	
P	Punctuation
SP	Spelling
G	Grammar
CL	Capital Letter
FS	Full Stop
H	Handwriting
NP/NL	New Paragraph Needed or New Line
T	Wrong Tense
?	Does Not Make Sense
^	Missing Word
.	Requires Correction
✓	Correction
SA	Self Assessed
PA	Peer Assessed

## Pupil Work Monitoring

<b>Date</b>		<b>Teacher</b>		<b>Class</b>		<b>Curricular Area</b>	<b>Literacy &amp; Numeracy</b>
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<p><b>PRESENTATION:</b> Is the presentation of the pupils' work to a high standard?</p> <ul style="list-style-type: none"> <li>• Title/Date</li> <li>• Use of ruler</li> <li>• Presentation/Handwriting</li> <li>• Underlined to show work completed for each teaching session (daily)</li> </ul>	<p><b>COHERENCE:</b> Are learning targets in place? (Shared with children &amp; in jotters) Do the pupil activities clearly match the learning targets?</p> <p>Is marking code adhered to? Does marking code lead to improvement of pupils' work?</p>	<p><b>DEPTH &amp; BREADTH:</b> Is there evidence of pupils being given the opportunity to develop higher order thinking skills? Is there evidence of a breadth of skills, work relating to a range of targets? Differentiation (where appropriate):</p> <ul style="list-style-type: none"> <li>• Evidence of targeted support?</li> <li>• Evidence of challenge?</li> </ul>	<p><b>RELEVANCE:</b> Is there evidence that activities are designed with opportunities for pupils to apply their learning in familiar / unfamiliar contexts? Is there evidence of application or links to other curricular areas?</p>	<p><b>PROGRESSION:</b> Is there evidence of progression?</p>
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**Teacher Comments:**

<b>Numeracy</b>	<b>Literacy</b>
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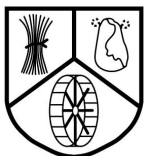
**SMT Comments:**

<b>Numeracy</b>	<b>Literacy</b>
•	•

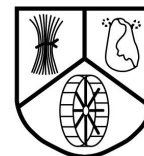
**Action Points:**

<b>Teacher</b>		<b>SMT</b>	
<b>Numeracy</b>	<b>Literacy</b>	<b>Numeracy</b>	<b>Literacy</b>
•	•	•	•





## Monitoring of My Work



Use the following checklist to help improve the presentation of your work.

Criteria	Always	Sometimes	Never
I correct work which had mistakes before starting new work?			
I always underline my last day's work?			
My work is titled and dated?			
My title and date are underlined?			
I have made good use of space? e.g. the whole page is used (where appropriate).			
I have used a ruler for lines?			
I have used a sharp pencil?			
I have tried to write neatly?			
I have used the marking code including self/peer - assessment of my work?			
My work is generally of a high standard and is well presented?			
<b>Comments</b> (What have you done very well? / Is there anything you need to improve?)			