



MARISH
Academy Trust



Marking Policy and Practice

Marish Academy Trust incorporating Marish and Willow Primary Schools

Marking and Responding to Children's Work Practice and Policy

Rationale

To ensure that all children throughout the school have their work marked in such a way that it provides feedback on what they have achieved, making reference to learning objectives, QfLs, or outcomes, or success criteria or targets, so that they are encouraged to aim for an even higher standard of achievement, develops their self-confidence and raises their self-esteem.

Aims

- Marking should be integral to the learning process and it should highlight children's successes and achievement and both help and motivate them to improve the quality of their work.
- Marking should relate to the QFL (Questions for Learning) and Success Criteria of the activity, which will have been shared with the children before beginning the task.
- Wherever possible, children should be involved in the assessment and marking of their own work and that of their peers.
- Children should be encouraged to view marking as a positive process which aims to improve their own learning.
- Marking should be useful and manageable for teachers and used consistently across the school.

Practice- Each Teacher's commitment

1. All marking should primarily assess quality of work with relation to QFL and success criteria, presentation must also be an additional focus.
2. All marking should refer to the QfL, and at least three times a week in literacy and maths there should be focused marking that includes a target or next step and is linked to personalised targets. (See table below for marking requirements).
3. Secretarial features (such as spelling, grammar etc) will be marked if these are related to the child's own personal targets and if, in the teacher's professional judgement, they think that marking these will be of benefit to the child - the child should already be able to do this correctly or they will be able to learn from their mistake.
4. Not every spelling mistake will be corrected, only those which the child may reasonably be expected to know and will be able to learn from, will be corrected, for example High Frequency Words. Teachers will use their own professional judgement when deciding which, and how many, spellings to correct.
5. Where the QFL has been achieved, this will be noted at the bottom of the piece of work or in the margin beside the QFL with a tick, an appropriate stamper, smiley face or comment for foundation subjects.
6. Where possible marking should always begin with a positive comment and then one way in which the piece of work could be improved linked to the learning or target.
7. Improvement comments could fall into these categories:
 - i) A reminder prompt - a suggestion of what could be improved.
 - ii) A scaffold prompt - usually a question, instruction or unfinished sentence.
 - iii) An example prompt - gives the child a choice of words or phrases.
8. When this type of marking occurs it should be acted upon by the children and to reflect this importance, lesson time will be allocated to allow the children to do so.
9. Teachers should ensure that they also mark the children's responses to their completed next step task. If the child has achieved the next step, a tick or positive comment should be provided. If the child has a misconception then this should be addressed by the teacher.

Practice – Each child's entitlement

1. The QFL and Success Criteria should be shared with the children before they begin their task. Wherever possible children should be encouraged to identify the success criteria. These should be displayed in the classroom and should be distinctly separate from the description of the activity to be completed.
2. There should be a QFL for any activity and this should be phrased in language appropriate to the child's age and stage of development.
3. If a particular piece of work or task provides an opportunity for a child to progress towards targets, this should be shared with the children and the work marked making reference to the targets.
4. Children should be encouraged to edit their work by check their work against the QFL and success criteria.
5. Children should be given response time at the beginning of the lesson to complete their next step task.
6. If the QfL or target has been achieved, praise and a further challenge should be given
7. If marking has been discussed in detail with a child then a full written comment may not be given. Where this happens VF will appear at the bottom of the work together with the teacher's initials. However it is not adequate to mark in this way every day even for youngest children.
8. If a child has self or peer marked a piece of work (for example a list of questions in maths) it must be initialled and the teacher will initial the work to show it has been seen.
9. Marking provides a formative assessment record and should be used to inform planning.

Responsibilities

All staff are responsible for ensuring that the work of children in their class is marked according to the Marking Policy.

- Subject Leaders are responsible for monitoring the consistency and quality of the marking in their subject area.
- Team leaders and SLT are responsible for monitoring the consistency and quality of marking across the school.

We recognise that the marking described above is time consuming. Teachers will aim to carry out such evaluative marking for every piece of work in Literacy and Numeracy and for writing across the curriculum, but a brief marking to the QFL/success criteria can be used for other tasks. Moreover it is imperative that teachers continue to watch and assess children's progress **during** written tasks, so they can stop errors being compounded.

This policy should be read in conjunction with the Assessment For Learning Policy and Practices and with the subject specific policies. See Appendix 1 for Marking codes. Agreed with staff and ratified February 2016.

Marking Requirements

Subject	Marking Requirement
Literacy	3 next steps provided each week
Maths	3 next steps provided each week.
Guided Reading	1 next step to be provided each week. Any other pieces of work must be marked to the QfL.
Foundation Subjects (History, Geography, RE, Science, Art, French, ICT)	These foundation subjects should receive a next step once a week, but in rotation e.g. history one week, then science, then RE etc. All other work should be marked to the QfL with comments relating to the skills achieved by the pupil in completing the work. Art, French and ICT will receive next steps in written work when applicable. We understand that these subjects include a large amount of practical work.
PSHE	Verbal feedback and praise to be provided.
Practical Subjects (Art, DT, Music, PE, MFL)	Any subjects such as PE or music which have no written work will be assessed by the teacher providing constructive verbal feedback, and by encouraging pupils to peer assess their own work.

What is a next step?

This should be a further challenge or a set task to address a misconception, but essentially a task to push new learning.

Teachers should respond to completed next steps. If the next step has been completed successfully then teachers respond positively with a tick, comment, stamp etc.

If the next step has been incorrectly completed, then the teacher should address this by adding a further step, or by noting that the issue has been discussed and resolved with the child.

Teachers will use the codes below when marking children's work. Teachers will use their own professional judgement in deciding which codes to use and when. This will depend on the age and ability of the child and the nature of the piece of work. Teachers will only mark the mistakes which the children can reasonably be expected to learn from, and those which they should already know how to do. Not every mistake will be corrected. Final drafts may not be marked at all. With younger children marking may be mostly oral but teachers should make an assessment about the learning objective using the agreed code displayed in each classroom on most pieces of written work.

QFL.

Questions for learning- what we expect the children to learn through the experience of a particular lesson. Should always be shared with the children in child friendly language at the start of lesson or activity.

- Maybe two or three QfL's for older or more able children.
- Some QFL's may be quite general, for example: 'Can I write an effective story opening?'. Others may be very specific, for example: 'Can I use apostrophes for possession in my writing?'.
- Work should be marked in relation to QFL. This might be in words such as QFL achieved or using a traffic light or smiley face system. See marking chart in each classroom for clarification.
- By end of Year 3, most children should be recording the key QFL above their work in all subjects, with SEN having support of adult to do this.
- At the end of each lesson children should be encouraged to self-assess their work against the QFL., using traffic light/smiley sad face system.



S. C.

Success criteria- This is the specific evidence the work will provide demonstrating the child has achieved the QFL.

- Success criteria should be very specific and wherever possible negotiated with children and written on the board or displayed using a projector so children can refer to them during the lesson.
- There may be up to half a dozen success criteria for any task and these can provide differentiation; e.g. the less able only need concentrate on first two, the average first three and so on.
- Below is an example of success criteria negotiated with Yr 6 children for a Big writing task.

Success criteria

- *You must use at least 5 ambitious adjectives.*
- *You must use two adverbs as openers.*
- *You must use the connective 'despite' at least once.*
- *You should try to use commas to punctuate complex sentences.*
- Children do not need to record the success criteria, but should be given 2mins to tick off the success criteria in their work, or perhaps swap with a partner to do this before the plenary.
- Teachers will occasionally mark to the success criteria as well as QFL, but it should be remembered that success criteria are primarily there to provide a scaffold for the children's learning and developing self- assessment ability.

QfL ✓	QfL achieved- Question for Learning achieved QfL partly achieved- on the way to achieving QfL See me- not sure you have understood the QfL
sp	<p>In the margin means there is a spelling mistake. The mistake could be underlined.</p> <p style="text-align: center;">e.g. <u>becos</u></p> <p>Depending on the child and the nature of the error, the child may be asked to look up the word and correct it, by writing it out correctly five times at bottom of page. If this is required the teacher will write an instruction to this effect. No more than 5 words should be selected for correction in any piece of work.</p>
	Capital/ lowercase letters not used correctly will be circled.
^	Indicates a word or phrase is missing
?	This part does not make sense, a new word or phrase is needed.
✓	Correct (in maths or an exercise which has right and wrong) answers)
VF	Verbal feedback Indicates where the work has been discussed in detail with the child. In this case detailed comments will not be repeated in writing on the child's work.
	Some work in Foundation subjects will be marked with traffic lights as a minimum Green = QfL achieved Yellow = QfL partly achieved Pink = QfL not achieved
Presentation Guidance	<i>Literacy -</i> <ul style="list-style-type: none"> • The full date is to be written on the second line down and underlined • Leave a line – Write QFL in the margin, copy out the QFL and underline. <i>Maths –</i> <ul style="list-style-type: none"> • Draw a margin 2 boxes wide • Write the date (one number, one box) on top of the page • Rule off last piece of work if enough room and write date underneath

Appendix 3 Guidelines for Marking of BW

Guidelines for marking of Big Writing

These guidelines have been produced in acknowledgement of the fact that weekly BIG Writing Sessions can result in onerous amounts of marking for class teachers particularly in KS2. In response to this, we have devised the following system which may help to ease the burden a little, whilst at the same time giving children a valuable opportunity to self-assess and peer mark their work to negotiated success criteria.

How to mark Big Writing

- Mark the piece of writing to the writing band descriptors and highlight on the band sheet which objectives the child has achieved as well as the child's work.
- Using gap analysis, then provide the child with a target that they will add to their literacy target card. This target should be taken from the step they are currently working towards. The child then works towards this target in all of their literacy work and their next pieces of big writing.
- Continue to mark each assessed piece of writing by highlighting the band sheets and setting targets to ensure progression is made in writing.
- The teacher assesses at least 3 pieces of writing during a half term.
- During editing and up levelling big writing lessons the teacher will write a comment based on editing.