



Marking Policy

Birkdale Primary School

September 2020
Review - January 2022

"Attainment through learning, creativity and achievement."



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Marking Policy

Purpose and Aims

At Birkdale Primary School we believe that marking should provide constructive feedback to every child. It should focus on the child's success and improvement needs against learning intentions. All children should be encouraged to become reflective learners and to close the gap between current and desired practice: sometimes this will be done through marking and sometimes through oral feedback, either individually, in guided groups or via the whole class.

Key Principles

Marking and feedback should:

- Be manageable for the teachers;
- Relate to learning objectives which have been shared with the children;
- Involve all adults working with the children in school;
- Give children opportunities to become aware of and reflect on their learning needs;
- Give recognition and appropriate praise for achievement;
- Give clear strategies for improvement;
- Take account of the child's previous level of achievement;
- Respond to individual needs e.g. One to one marking;
- Inform future planning and individual target setting;
- Have regard to Assessing Pupil Progress (APP) guidelines;
- Be readily understood by the children;
- Use consistent codes throughout the school;
- Be seen by children as positive and guiding their learning;
- Allow specific time for children to read, reflect, respond to marking and ask for clarification.

Marking Strategies Including Assessment for Learning

In order for marking to be effective, it is important that both the teacher and child participate in the marking process. Whenever possible or appropriate, work should be marked in the presence of the child to allow for individualised verbal feedback. When it is not possible to mark when the child is present, children should be given appropriate time to review, reflect and respond to marking and feedback. If a child is not able to read and respond to marking

independently, other arrangements for verbal communication and feedback should be made i.e. stamps. This is to ensure that the time that teachers spend marking has a significant impact on children's learning and future work.

The process of marking and offering feedback should be a positive one, with the focus being on identifying strengths and recognising effort made by a child before identifying improvements when marking work. The marking should always be in accordance with the lesson outcome, success criteria. The marking system should be constructive and formative. Evidence of where the learning outcome/success criteria have been met, and where they have not teachers must make clear why this is the case. In both cases, teachers should identify what the child needs to do next in order to improve future work.

Marking

Time must be given to pupils to reflect upon marking to maximise benefits. However, this is not necessary during every lesson.

When appropriate children will be given editing time during which they will edit and correct their work using the blue editing pen. This can be done both individually or with peers. Children must be given the opportunity to seek clarification if needed.

- **Self Marking**
 - Children will mark their own work guided by the class teacher/support staff.
 - Children are often given the opportunity to revisit their work a day later to look with 'fresh eyes'. The children are asked to self-edit their work (sometimes with their peers supporting them).
- **Shared Marking**
- **Paired Marking**
 - A dialogue between children is encouraged rather than taking turns to be the teacher. They should discuss each other's work together (e.g. 'I think this bit really shows how the character feels, what do you think?')
 - Ground rules (e.g. Listening, interruptions, confidentiality, etc.) need to be established with the class.
 - Two stars and a wish.

Success Criteria marking:

- In quality marking the emphasis is on both the success achieved against the learning objective and identifying the next steps.
- When appropriate the children will see a **HAG** on their marked work. This is a focused comment that should help the child with closing the gap between what they have achieved and what they could have achieved:
- *For example:*

- *A Reminder prompt 'HAG at describing what else could you say about the prince?'*
- *An Example prompt 'HAG at trying to include one of these words: handsome, elegant arrogant'.*
- *A Scaffold prompt 'HAG at describing what the dogs tail was doing.'*

Secretarial features

Spelling, punctuation, grammar, are not corrected in every piece of writing because children cannot effectively focus on too many things at once. When work is finished the children are asked to check for things they know are wrong in their work when they read it through. They are not told to correct all spelling, or they are likely to write further misspellings or waste time looking words up.

These secretarial features are continuous objectives and discrete teaching those appropriate to task as an oral starter would support learning.

Feedback is only given related to the agreed learning outcomes. This will mean that some aspects of writing are unmarked. All objectives will be addressed over time.

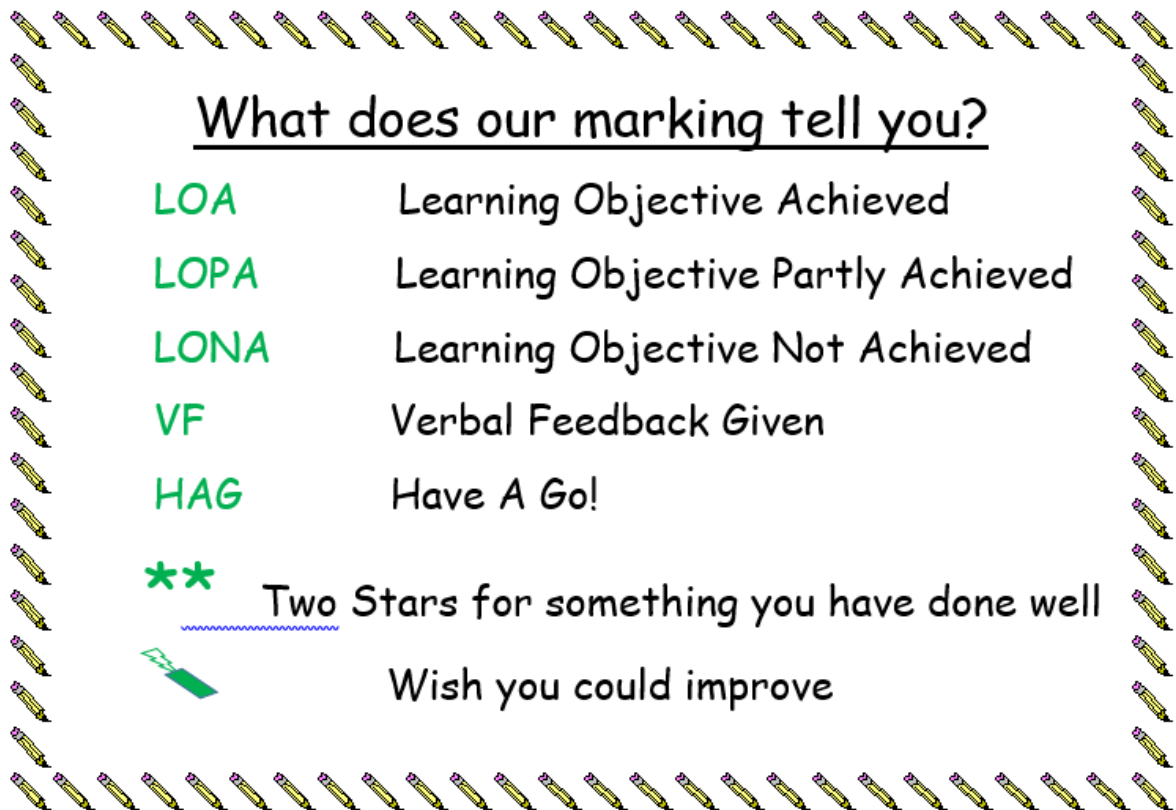
Whole School Marking Code

Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful and all staff should adhere to the following code even if you are used to using alternative codes.


The following agreed code is to be displayed in every classroom so that all children are aware of the meaning of the various markings wherever they are taught.

Stamps for Learning Objective Achieved and Verbal feedback will be used. Comments should be written in **GREEN** pen, giving targets for future work.

EYFS



What does our marking tell you?

LOA	Learning Objective Achieved
LOPA	Learning Objective Partly Achieved
LONA	Learning Objective Not Achieved
VF	Verbal Feedback Given
HAG	Have A Go!
**	Two Stars for something you have done well
	Wish you could improve

Covid Marking

During the Covid period concrete marking will be kept to a minimum and verbal feedback encouraged to avoid risks. Teachers will be asked where possible not to take books to and from school.

Chair of Governors:.....Date.....

Headteacher.....Date:.....

Agreed at the Governing Body Meeting on:.....

Minute Reference:.....

Date for Review: January 2021