Marking Policy

Effective Marking and Feedback

Marking and feedback are essential to teaching, learning and assessment in our school. Regular marking and feedback informs teaching and learning, enabling lessons to be adapted and reshaped to meet the needs of all pupils. Children need to be given time to respond to their feedback in order for it to impact on learning. Frequent dialogue with pupils about their learning and next steps should be embedded within the culture of the school.

Self and peer group assessment are important elements of the children taking ownership of their learning, in order to reflect on successes and identify areas for development. At Pinewood Infant School, children are given regular opportunities to work with a partner to critique other pupils' work against the success criteria.

Marking is meaningful if it:

- Assists pupils' learning and offers pointers towards improvement

- Corrects misunderstandings

- Acknowledges pupils' efforts and offers the opportunity to celebrate achievement

- Supports the careful assessment of pupils' knowledge and understanding, and indicates the next steps for learning

Marking is important for:

- Pupils' personal and academic development

- Developing self-esteem and motivating pupils

- Encouraging engagement – involvement and commitment to the task

- Developing pupil independence

- Enabling the teacher to plan and deliver the next appropriate stage of learning

Marking and Feedback Processes and Procedures

Marking should relate to the learning objective and success criteria.

- All work is marked or responded to promptly so that it can inform planning and pupil's learning.

- All teachers marking is in blue, for consistency across the school. Learning objectives and individual successes are underlined in Pink and next steps are marked in green. Purple polishing pens are used by the children to edit their own work. Teachers will initial their marking.

- Teachers follow and use the marking code as a starting point (see below), which is displayed in all classrooms.

- Spellings will be indicated in the margin, to indicate the line that has an error to find.

- Children are familiar with all the codes and this supports their revising and editing.

- Marking will always begin with a positive comment, identifying the strengths within the work.

- Teachers will identify each child's next step(s) using a green staircase. This will enable the child to further improve the piece of work.

- Next steps marking will be provided as appropriate.
- Next steps marking will be precise and clear in order to move the learning on.
- Children will be given 'response to marking' time, either during morning task time or at the start of a lesson.
- Marking will sometimes refer to pupil targets, acknowledging if/when targets have been met or not.
- If someone other than the class teacher marks a piece of work, they will initial the comment

<u>Pupil self and peer group marking</u>
What do we mean by pupil/peer group assessment?
- Enabling pupils to reflect on how they are doing and what they might do to improve their work
- Helping pupils to recognise and celebrate progress and personal achievement
- Providing structures for pupils to work with other members of their peer group to assess work
- Using opportunities for this during a lesson or a sequence of lessons
- Using discussion in particular, since it can be more direct and immediate than writing
- Looking back at what has been achieved but also looking forward and determining what to do next to make progress and improve work
- Supporting the process through the establishment of clear criteria so pupils have reference points for assessment.
- Developing a culture in the classroom and across the school where reflection (general and specific) becomes a way of learning and a way of life.

Why?
- Promote a pupil's sense of control in his/her own learning.
- Encourages pupils to articulate their understandings and misunderstandings.
- Provides the teacher with an insight into pupils' learning which supports subsequent planning.
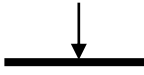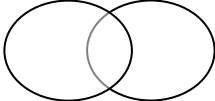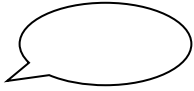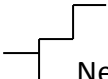
What helps?
- Teachers clear about learning intentions/objectives. **These are made explicit in every lesson.**
- Learning intentions are explained and discussed with pupils.
- Talk is valued as a medium for assessment.
- Pupil independence is encouraged.
- Adults model self-evaluation and associated language.
- Opportunities for pupils to reflect on the learning intention throughout the lesson.
- Time for pupils to make improvements to their work in light of their self-evaluation.
- Supportive classroom/school environment and culture
- Celebration of success

- Promoting a culture where learning from mistakes and showing perseverance are strongly encouraged.
- Feedback is constructive and positive

Marking will model the school handwriting policy for children.

I	The child has worked independently on a piece of work, no adult present.
S	Adult support has been given with the piece of work – specifying what the support was needed for.
GW	This activity was part of a guided work session.
VF	The teacher has talked to the child and given verbal feedback either during or after the lesson

Marking Code

Finger Spaces	Letters on the line
CL Capital letters	Abc Handwriting
● Full stops	Conjunctions
Think about what you want to say	WOW! Adjectives
Say your sentence	Read it back
Listen to the sounds	Sp Spelling
Next steps / try to remember	