

# Brady Primary School

# Marking Policy



'All children can learn considerably more'



## Aims of Brady Primary School

### “All children can learn considerably more”

At Brady Primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self worth, self confidence, the ability to take responsibility for their own individual actions and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children’s learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment, teaching and learning.

### Equal opportunities

At Brady Primary school we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

### Inclusion

We are committed to promoting learning and teaching environments for all, which embed the values of inclusive educational practices.

Through a child-centred approach, we aim to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.





## Rationale

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comments acknowledging achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress. Evidence of our response to children's work can be found in books and on display, however much of Key Stage 1 work is practical and so much response is verbal. A great deal of verbal praise is given at Brady. We use our judgement as professionals in a constructive way when working with young learners to take their learning forward. We believe that the most effective way of marking for all pupils is through oral dialogue.

## Aims

- To assist learning
- To provide information for assessment for learning
- To encourage, motivate, support and promote positive attitudes
- To inform planning
- To promote high standards
- To correct errors and clear up misunderstandings / misconceptions
- To recognise achievement, presentation and effort
- To provide constructive feedback
- To show pupils that we value their work
- To allow pupils to reflect on their past performances and to set new targets together with the teacher.

## Objectives

- Are constructive
- Are related to needs, attainment and ability
- Are related to specific targets and learning objectives which are shared and made clear to the pupils in advance
- Follows consistent practice throughout the school
- Ensures that pupils know how well they are doing and what they need to improve to make further progress
- Provides pupils with opportunities to assess their own work and that of others
- Are positive and constructive with appropriate praise given.
- Sets targets for children to ensure pupil motivation and involvement in progress
- Encourages a dialogue between teacher and child

## Teaching and Learning

This policy reflects and reinforces the aims that marking will assist learning by motivating, highlighting and target setting. Thus, reinforcing what the children have learnt and identifying the next steps.



## **Broad Guidelines**

- Work will all be checked and acknowledged in relation to the LO. This simply indicates that work has been seen and can be done as the teacher moves around the room.
- Weekly detailed marking will be carried out in **at least**: 2 pieces (Literacy), 2 pieces (Maths), All foundation subjects.
- ‘Close the Gap’ marking (highlighting good examples and focussed marking centred around the L.O) will be used when providing feedback.
- There may be times when it is appropriate for a T.A. to annotate work.
- Work is marked as quickly as possible, i.e. same day or next day. This helps to inform the planning for next lessons.
- Homework is marked as rigorously as class work.
- **Red pen is used to mark**, and care is always taken to preserve the integrity of pupils’ work.
- Marking includes verbal and written feedback.
- Marking can sometimes be done in the classroom with the child or a group.
- Talk partners – children are encouraged to evaluate their own and other’s achievements against the learning objective, in verbal or written form.
- Self marking to help children assess own work.
- Responding to teachers’ comments is a skill and children will be taught how to reflect on these and respond to them.
- Time will be built into the timetable to allow children to respond to comments and feedback.
- Pupil comments to marking will be done in pencil KS1 and the same colour pen as completed work in KS2.
- Pink (for improvements needed) and Yellow (for excellence)- highlighters are to be used throughout the school.
- Peer marking will be completed in green.

## **Rewards**

In accordance with our Behaviour for learning Policy, teachers establish their own reward systems, appropriate to the age and needs of the children in their class. These may be in the form of stamps, stickers and certificates. Smiley faces etc. may also be used by individual teachers. Children are also actively encouraged to show their work in other classes, to another teacher, or a member of the Senior Leadership team. The whole school awards system is also used to reward achievement – teachers select children to show good work in the Friday Excellence assembly, also star of the week certificates are awarded.

## **Planning and Assessment**

Formative marking informs planning and provides information for assessment. Corrections support the child’s learning and we remember that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers use their professional judgment when deciding how many corrections to mark (as guidance 2-3 corrections).

Teachers may plan to mark groups of work, so that they can focus on developing particular objectives with targeted groups. Marking is for the direct benefit and improvement of the children’s work. Marking is therefore undertaken by the teacher to inform the child of the progress they are making and targets they need to work towards.

### **Agreed 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 ensures consistency between year groups.

Time is given to pupils to reflect upon marking (DIRT – dedicated improvement and reflection time) to ensure that marking is beneficial. They are also given the opportunity to discuss their work with the teacher. Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of children’s achievement that feeds into future planning. It is also a very effective platform providing feedback to children about their progress.

### **Marking Guidelines: English / Foundation**

- **Title** - All pupils should write the Learning Objective (LO) on each piece of work. The LO should be underlined in pencil with a ruler, on the second line down. (Year 1/2 will have LOs stuck into books)
  - **Date** - The long date should be written on the top left hand side and underlined with a ruler.
  - Children should be taught to: set work out carefully, put numbers/letters in the margin, not to miss out any lines and when starting a new piece of work to leave one line underneath the last and then rule off.
  - Books should be kept in good condition; do not allow the children to doodle in or on books.
  - Marking should be initialed and dated.
  - Encourage the children to evaluate their writing, including in pairs and groups.
- Years 1-6 Face system -Children evaluating on L.O and teacher at end of work alongside comment. The adult will decide which face by assessing how the child has worked and the quality of the work. Adult comments should be in red pen.

In KS1 pink and yellow marking will be used for punctuation too.



Means I understand



Means I understand but I need more practice



Means I do not fully understand and I need more help.

**Years 3- 6** Encourage simple evaluative sentences.

I think the opening is exciting.

I found the ending hard.

I liked my characters.

- The majority of comments on a pupil's work should relate to the learning objective. If the work was good, say why, e.g. Good - you can now use adjectives. Clearly say what needs to be done to improve it.
- Try not to focus comments on presentation issues to the exclusion of comments about learning.
- A more detailed, evaluative comment related to learning should be made and the next steps for learning should be indicated, e.g. Good - you can now use full stops. Next step - To be able to use different full stops.
- Make sure that you build time into your English lessons to allow children to review the comments you have made.
- Objectives will need to be reviewed and set after assessments. A list of suitable objectives can be found in the front of the exercise books. These will need to be shared with both pupils and parents to ensure the pupils have ownership of these. A copy will need to be glued into the front cover of books and referred to regularly as well as highlighted when achieved consistently. The class teacher will underline objectives that children are currently working on. This needs to be shared with the individual children.

## Marking Guidelines: Mathematics

- **Title** - All pupils should write the LO on each piece of work. The LO should be underlined with a ruler (except in Year 1/2 where the LO will be stuck in).
- **Date** - The short date should be written on the top left hand side and underlined with a ruler.
- Pupils should be taught to set out work carefully and to write one digit/symbol in each square. A ruled line should be drawn below a finished piece of work and a new piece started underneath.
- Books should be kept in good condition; do not allow pupils to doodle on the books.
- Marking should be initialed and dated.
- Encourage pupils to evaluate their work using the following code:  
Years 1-6 Face system -Children evaluating on L.O and teacher at end of work alongside comment. Adult comment in red pen.



Means I understand



Means I understand but I need more practice



Means I do not fully understand and I need more help.



- Pupils are encouraged to write an evaluative comment about their work.
- The majority of comments on pupil's work should relate to the learning objective. If the work was good, say why, e.g. Good you can now multiply by 5. If the learning objective was not met, say what needs to be done to meet it.
- Try not to focus comments on presentation issues to the exclusion of comments about learning. If a child has a problem with presentation, then tackle this by setting a specific short target and restrict comments to progress towards this.
- Focus marking with a model or challenge should be made at least twice per week.
- Teachers must ensure when marking groups these must be rotated so different groups are marked.
- Investigation work should have an I marked on the L.O.
- Make sure that you build in time to your lesson to allow children to review the comments you have made.
- Objectives will need to be reviewed and set after assessments. A list of suitable objectives can be found in the front of the exercise books. These will need to be shared with both pupils and parents to ensure the pupils have ownership of these. A copy will need to be glued into the front cover of books and referred to regularly as well as highlighted when achieved consistently. The class teacher will underline objectives that children are currently working on. This needs to be shared with the individual children.

## Marking Guidelines: Science

- **Title** - All pupils should write the LO on each piece of work. In the Upper School specific learning objectives can also be written particularly focusing on aspects of scientific enquiry. The title should be underlined in pencil with a ruler below.
- **Headings** - All diagrams and charts should be given a label/heading identifying the content of the pictorial representation. Arrows or lines should be drawn using a ruler and pencil, the line clearly pointing at the specific part identified by the label. For Key Stage 2 diagrams and charts should be drawn on the plain side of A4 Science Books. For Key Stage 1 the plain part of the A4 book should be used for pasting pictures from worksheets and own drawings. The use of worksheets should be kept to a minimum.
- **Date** - The short date should be written on the top left hand side and underlined with a ruler.
- **Setting out Work** - Children should be taught to set work out carefully, forming numbers and letters correctly on the left hand side of the page in the margin. A margin should be drawn in the Upper School. Lines between sections of work is acceptable but not between each question. When starting a new piece of work a line underneath should be left and the work ruled off enabling space for either an adult or child comment to be added.
- **Scribbling/Doodling** - This should not be allowed. Pencil should be used in Key Stage 1 and the Lower Key Stage 2 classes for writing up activities. In the Upper School both pen and pencil should be used. Rubbers should be discouraged except for rubbing out diagrams/drawings; a single straight line through the work instead.
- **Self Assessment** - The children need to be trained to evaluate their science work. This should relate to the learning objective.
- Marking should be initialed and dated.
- **Children can evaluate their work using Face System.**



- Children can also write a short comment-Years 3-6:
  - I understood what a fair test is.
  - I found finding the scale on the frequency chart difficult to read.
  - I now understand what water vapour is.
- Staff comments - should relate to the learning objective and be specific e.g. good understanding - you have transferred the information to the bar chart accurately.
- If the work has not met the objective tell the child what is needed to do so e.g. You understand how some of the parts of the flower work. You need to look at what happens to the flower and ovary.
- If the child has left out relevant information this needs to be highlighted. E.g. To straighten your arm you normally need to relax the muscle.
- Comments should be related to the task. Issues relating to presentation can be discussed verbally with the child and a specific activity given outside of science lessons. However, whole class teaching should be given relating to specific aspects of scientific enquiry and how this work should be presented so children are aware of the format required e.g. how to interpret frequency charts.
- A more detailed, evaluative comment related to the work should be given to the focus group where possible. Give a next step comment e.g. Good - you can generate your own question for investigation. Next step - To be able to plan with your group how you would carry out the investigation. For KS1 a comment can be included after giving verbal feedback to a pupil.
- **Scientific Enquiry (Sc1)** - For Key Stage 2 there will be an increase in the number of questions assessing scientific enquiry in the Key Stage 2 tests. We need to ensure all children are encouraged to understand and develop scientific ideas and use evidence in their enquiries. Comments should also reflect on assessment of Sc1.
- **Questions to ask** - In the course of studying aspects of SC2, Sc 3, or Sc 4, children should be asked: -
  - What are they trying to find out?
  - How an enquiry could be carried out.
  - What factors need to be controlled and what factors need to be observed or measured?
  - Whether the outcome can be predicted.
  - How the results are to be presented.
  - What the results show and whether they match the prediction.
  - To explain the outcome and whether the evidence supports any conclusion.
- Finally, please make sure that you build into your science lessons time for children to review the comments you have made. If you have asked a question they need to be given time to answer it. If you have asked children to re-look at a specific aspect of work and make changes, time needs to be given to allow them to do so.
- End of unit assessments will be used to support target setting and review pupil progress.





**Monitoring, Evaluation and Review**

A key aspect of the Assessment Coordinator’s role is to monitor, evaluate and review the effectiveness of our marking procedures throughout the school. This is achieved in a variety of ways including reviewing planning, scrutinising work, discussions with staff and pupils, observing in lessons, providing appropriate and high quality resources.

**Staff Development**

We are committed to ensuring that all staff develop and maintain their skills and are able to make professional decisions regarding assessment and marking. Staff are encouraged to identify areas in which they feel they may benefit from further training. Training needs may also be identified by the subject leader or the team co-ordinator. Training may be provided in a number of ways including in school provision and attendance on courses.

**Other Related Documents**

- National Curriculum Key Stages 1 and 2
- Assessment, Recording and Reporting Policy
- Teaching and Learning Policy
- Curriculum Policy
- All other curriculum policies
- Behaviour for Learning Policy

**Review**

This policy will be reviewed annually by the Assessment Coordinator. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body sub-committee.

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

Headteacher ..... Date .....