



NORTH KIDLINGTON SCHOOL

MARKING POLICY

A POLICY STATEMENT

A Policy for the marking of class work and homework at North Kidlington School.

As a school we are currently in the process of reviewing our procedures for how we provide feedback to our pupils. The purpose of this review is so that children will receive feedback which is relevant and impactful. The review process is also aimed at helping to address teacher workload (so that they have more time to teach effectively) through the reduction of excessive marking.

September 2017

We believe in effective marking which provides constructive feedback to every child, focussing on their success and improvement based on Age Related Expectation (A.R.E) objectives. Marking should help children to become reflective learners and help to close the gap between current and desired performance. Marking forms part of our summative and formative assessment of children's achievements and of their future learning needs.

Aims

Marking will:

- Relate to A.R.E / Target Card objectives taught during the lesson.
- Give children recognition and appropriate praise for the success of their work.
- Give children clear strategies on how they can improve their work.
- Be accessible and meaningful to the age of the children.
- Measure progress against targets, school or national expectations in English and Numeracy and, in this way, evaluate individual progress.
- Provide a tool for teacher assessment – diagnostic, formative or summative.
- Help the teacher to evaluate teaching and inform future planning.

Objectives • In KS2 a Learning Objective or WALT is made explicit and recorded into pupil's books by pupils at the start of every lesson. The WALT will be discussed with children at the start of the lesson. The marking will then link directly to this. (In Year 3 and SEN pupils may have a printout but are trained towards working independently). In KS1 the Learning Objective is written on a recording sheet for relevant practical activities.

- In KS1 three ticks relate to three things that the teacher is looking for in the child's work or achievement against their individual target.
- In KS1 a learning objective discussed stamp may be used sometimes with a comment to close the gap / move on/ highlight success as needed.

- Marking will sensitively focus on areas to develop so that improvements are seen in the next piece of work. It will not just be about corrections.
- Marking will make explicit what the pupils have done well and provide guidance on how to improve.
- A closing the gap prompt will often be used to guide the child into making a small improvement.
- In work where there are lots of errors, the focus will be on highlighting key ones.
- The teacher's response to written work will be aimed at developing a dialogue between pupil and teacher.
- In some cases a child will be with their teacher when work is marked, so that marking has the greatest possible meaning, both for pupil and teacher. Correction – visual indicators can be used to draw attention to corrections in previous work e.g. post-its, underlining, highlighting, bubbles, etc.
- Children will respond to marking and be given time to do corrections. Children will be encouraged to read their marking comments and to respond in writing, verbally, individually or in a group activity.
- Marking will be clear, easy to read and able to be understood by the child, parents, other teachers and OFSTED who may see it.
- Stickers or passport points will be added to work for outstanding effort or achievement in line with the class targets or reward systems.
- Extension/challenge questions will be used and examples modelled where appropriate.
- In KS1 agreed symbols for key points in marking will be used e.g.  = check work

Targets

- In Maths and English, A.R.E objectives/Levels are used in KS1 and KS2. For example 'Target ladders/Pedagogs/APP Grids'.
- Current levels, progress and target levels are stuck into children's Maths and English books (To be replaced in September 2015 with new assessments based on A.R.E objectives).

Self Assessment

KS1 Traffic lights or smiley faces will be used by pupils to self assess their work before it is marked (green=I know what I'm doing; amber=I'm nearly there, but need more practice; red=I don't understand).

Lower KS2: Traffic Light system continues but children are also expected to begin to add comments e.g. where a red light is indicated children write which they find the most challenging.

Upper KS2: Traffic Lights/ Smiley Faces clearly annotated from teacher to pupil and pupil to teacher.

Types of Marking

The following types of marking will take place in our school:

- Teacher marking or TA marking (It is the teacher's responsibility to guide and check Teaching Assistants marking).
- Self-marking or Peer-marking (children may mark each others work and make comments).
- Trainee Student Teachers on placements to use NKS marking policy.

The following has been agreed by the staff of North Kidlington:-

- Marking is done in ink and is initialled by who has marked it.
- Children are encouraged to mark some pieces themselves

- Marking is done alongside the child when appropriate. Younger children may need verbal feedback, as they may be unable to read written comments.
- Marking done outside class time is handed back quickly to encourage discussion of work.
- A teacher may use the following marking strategies: Scaffold tasks, Extension tasks, Knowledge check tasks or AfL criteria.
- Children are given time and encouraged to respond to a teacher's comments by answering questions in books.
- Professional judgement is used in marking work, so:
- Not all mistakes in a piece of work are corrected, teachers will have a focus for their marking.
- They will mark work in accordance with the objective and individual or class targets
- Not every piece of work is to be marked in depth with targets every time

Frequency of Marking

- Marking will take place as soon as is realistically possible after the work has been completed and handed back as soon as possible while the lesson is still fresh in the children's minds.
- Marking will sometimes take place during the lesson, providing immediate feedback
- Long-term projects may be marked on completion – children will be told about this in advance
- Not all pieces of work will have a written feedback comment as the teacher may have provided verbal / immediate feedback at the time of the work being completed.

Responsibility

The implementation of the policy is the responsibility of all teaching staff.

It is the responsibility of the Senior Management Team and Subject Co-ordinators to ensure this Policy is adhered to through the monitoring of learning outcomes, pupil interviews, scrutiny of planning and children's work and through classroom observation.

Reviewed: September 2017

Next Review: September 2018