

BLACKTHORNS CP School

Marking Guidelines

At Blackthorns we believe in Assessment for Learning. Effective assessment provides information to improve teaching and learning. We have regular conversations (verbal and written) with our children about their learning so that they understand what it is that they need to do to become more successful.

Aims and objectives

- To help children value their work and others' work and promote self esteem.
- To ensure that there is a consistent approach to marking and presentation of work throughout the school.
- To encourage and motivate children to achieve their best.
- To help children to improve their performance through constructive comments in the context of the learning intention and their targets.

Quality feedback should be prompt and regular and be given against specific learning objectives and success criteria. It should invite and encourage pupils to think for themselves and enable pupils to recognise their own strengths and areas for development. Quality marking should recognise effort and progress as well as attainment and tell pupils what they need to do next to make progress. Marking should provide positive praise and encouragement and sometimes indicate the standards achieved by the pupils.

Pupils should be given opportunities to comment on their own and others' work. The skills of responding to feedback must be explicitly taught and pupils must be given time to respond so that they can make small focused improvements.

Reasons for marking

1. To recognise and reward pupil achievement
2. To improve a child's self confidence
3. To enable children to reflect on their learning and their future targets
4. To encourage children further in their learning
5. To assess and monitor learning
6. To be a dialogue between teacher, child and parents
7. To aid future curriculum planning, teaching and learning
8. To explain the context of the learning
9. To provide evidence of assessment

10. To identify children who need more support or more challenging work

General

- The learning intentions for each lesson will be shared with the children and reflected upon. The context for marking will be related to the success criteria and understood by the children.
- If a supply teacher/student teacher has set and marked the work, the supply teacher/student teacher must mark the work and initial. If a teaching assistant has marked the work, the teaching assistant should initial and stamp the work appropriately
- Teachers may indicate the level of help given to a child e.g. unaided, TA aided or Teacher Focus group.
- All work will always be acknowledged with a tick, initial, stamp, sticker or post its. Some pieces of work will be marked in detail.
- Teachers will build in time for children to reflect on marking comments in their work books and respond in an agreed format. Children will be given time to focus on and improve specific elements of their work
- Children should be given the opportunity to read and/or discuss the marking with the class teacher regularly within the setting of their targets
- Teachers will ensure that pupils understand the feedback and marking (verbal and written)
- Wherever possible there will be opportunities for children to self or peer correct their work. This will be part of their learning dialogue.

Resources:

- Agreed marking code to be used throughout the school
- Shared key objectives with the pupils so they know what they are working towards and what they have achieved
- Individual learning targets to focus their learning and teacher assessment
- Green pens
- Marking stamps and stickers

Roles

Teachers will:

- ✓ Mark technical features sometimes including codes (see attached).
- ✓ Acknowledgement marking – ticks and initials – shows dialogue has taken place during the lesson which will have had impact on child's learning.
- ✓ Provide summative comments relating to learning intention which indicates where pupils have got so far.
- ✓ Highlight success and improvement needs against the learning intention and then asking for some small improvement is rich in its impact on children's writing and their attitude to improvement and learning. This is quality marking which would not take place for every piece of work.
- ✓ Indicate strengths and areas for development by the consistent use of yellow highlighters (yippee yellow) for strengths and green highlighters (green for growth) across the curriculum.
- ✓ Give verbal feedback – discussion with the pupil during the lesson.
- ✓ Whole class or group marking of a piece of work with the teacher leading but inviting contributions so that the piece is marked through a process of discussion, analysis and modeling is a powerful model. Children are more able to take ownership of marking for themselves if they have been involved.
- ✓ Not necessarily mark final published pieces of work in Learning Journals – judgement will be used, as children are often keen for their final pieces to not be written on by the teacher. However, the draft stage for writing will be in the child's English books and the impact of the marking of this will be visible in the final piece.

Pupils will:

- ✓ Use self evaluation and peer assessment - Children marking and editing their own work – correcting errors as they go along

involves pupils in their own learning and assessment and gives pupils the information they require to reach their learning targets.

- Pupils may evaluate their own work with smiley faces, marking ladders, etc.
- Pupils will evaluate their own work using traffic light system
- Paired marking – editing each other’s work for positive aspects measured against agreed success criteria.

The Head teacher and senior management team will monitor the curriculum and evaluate the quality of marking, through discussion with the subject co-ordinators.

- i.** Monitor planning and review samples of children’s work
- ii.** Make classroom observations
- iii.** Lead discussions at staff meetings or during INSET SESSIONS
- iv.** Liaise with class teachers and advise, as appropriate
- v.** Be involved in action planning
- vi.** Lead staff development by monitoring national, county and other publications
- vii.** Review progress towards achieving individual, group, class and whole school targets

Equal Opportunities

This policy encourages the practice of inclusion for all and teachers will ensure that every pupil has opportunities to be involved in the process of marking, feedback and assessment.

Reviewed: Sept 14
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