

## **Barlaston C.E. (VC) First School**

### **“Let Your Light Shine”**

#### **Marking Policy**

#### **Our Mission Statement**

“This school is a place of learning, friendship and fun, in a context of Christian values and ethos.

Where each person is uniquely valued and their gifts and potential are nurtured and developed”

#### **Equality Statement**

The school is committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

#### **Dyslexia Statement**

To ensure that children on the dyslexic spectrum have equal opportunities and that their diverse strengths are celebrated and built on.

#### **Introduction**

At Barlaston C.E (VC) First School, we want all children to make good or better progress and develop positive attitudes to their learning. ‘Assessment for Learning’ is central to children recognising and achieving their potential.

**Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.**

The following policy outlines the key issues that ensure the teachers and the children at Barlaston First School achieve high standards and have ownership over the learning and teaching that takes place within the school.

#### **Aims**

The intention is for Assessment for Learning (AfL) to occur in everyday lessons. AfL improves learning and raises standards. The way teachers mark and give feedback to pupils is central to the process.

#### **The key characteristics of Assessment for Learning**

- 1. Explicit Learning Objectives.**
- 2. Success Criteria.**
- 3. Questioning.**

- 4. Feedback.
- 5. Marking
- 6. Adjusting teaching to take account of results.

### 1. Explicit Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and why it is important – ‘the bigger picture’. It is therefore important that pupils know the learning objective to the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective.

Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson intention.

**The learning objectives will focus on learning not activities.** Helpful learning objective stems include ‘to know, to be able to, to develop’

### 2. Success Criteria

Developing success criteria to achieve the learning objective will help provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues. Success criteria can be generated by the teacher, but it has been recognised that where children together generate their own success criteria to meet a learning objective they gain more ownership over the learning with positive results. We recognise that on occasions there is no need for more than 1 or 2 success criteria and to be most effective, a limit of no more than 5

### 3. Questioning

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking.

Asking questions raises issues; from this the teacher builds up knowledge and information about the children’s understanding and misconceptions. Time needs to be invested in framing key questions to use during the demonstration and modelling part of the lesson to ensure learning progresses.

Key questions, including *prompting, promoting and probing* questions, are recorded in teacher’s medium or short term planning. **Wait or ‘thinking’ time is essential** to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of ‘**talk partners**’ where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning.

### 4. Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning as well as responding appropriately to the mistakes that they make. Teacher’s feedback will provide pupils with the information they need to achieve the next step and make better progress. Feedback will always be constructive and sensitive because **any assessment has an emotional impact**. Feedback that comments on the work rather

than the child are more constructive for both learning and motivation. The following are a number of ways feedback can be given:

### **Oral**

- Most regular and interactive form of feedback.
- Focus on being constructive and informative to help pupils take the next steps in their learning
- Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said)
- Whole class or group marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling
- Opportunity to model the language pupils can use when responding or giving feedback to others
- Developmental feedback- recognise pupils' efforts and achievements and offer specific details of way forward.
- Emphasise the learner's progress and achievement rather than failure.

### **Self assessment**

We will encourage pupils where possible to self assess their work. This can be by recording the 1,2,3 system in school. This enables the teacher to assess the learning that has taken place and their understanding and movement towards the objective.

### **Peer assessment**

Children can mark their own work against success criteria and on occasions can be involved in shared marking. This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways as follows:

- Find one word you are really proud of and underline it. Tell the person next to you.
- Decide with your 'talk partner' which of the success criteria you have been most successful with and which one needs help or could be taken further.
- You have 3 minutes to identify two places where you think you have done this well and read them to your partner.
- You have 5 minutes to note down one thing you could do to improve this piece of work next time.

## **5. Marking**

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment – including self-assessment. Marking will encourage learners to be aware of how and what they are learning. The emphasis in marking will be on a child's achievement and what the next steps need to be in order for the child to further improve. These improvements will link to targets set for individuals, groups or the whole class. Marking will encourage the learners to be equally aware of 'how' and 'what' they are learning.

### **Key principles and guidance for marking:**

- Marking is only of value if comments are read and responded to.
- All work marked by a member of staff should be in **green**.
- I = independent
- S = supported
- V = verbal feedback given
- Work marked by the children should be in a contrasting coloured pencil. Pupils should be encouraged and trained to mark their own and other's work where they highlight success and improvement.
- Marking must be manageable and not all pieces can be quality marked.
- Regular and frequent written feedback will be given to children in an appropriate way for their age and ability. All marked work should be written in child friendly language. Comments should model the handwriting policy.
- All marking will be positive, informative and constructive and comments must relate to the LO and the SC. Only give feedback on what children were asked to pay attention to.
- Children should be encouraged to leave incorrect answers and not rub them out.
- Time should be given to pupils to correct, redraft, edit, add and respond. Corrections and responses should be completed below the last piece of work where appropriate

### **6 .Marking it Literacy**

- This is done by highlighting positives in orange and areas to improve in green
- Two stars and a wish stampers are used. The stars are highlighted in orange and the wish in green.
- The first star is linked to success against the objective
- The second star is linked to success following a personal target or a development point from a previous piece of work.
- The wish is linked to what next
- Prompt marking will be carried out when appropriate. This will take no more than 5 mins of the lesson to complete.
- Marking may include a question and the child will be given time to respond to this.
- This opens up a dialogue between pupil and teacher. The teacher will need to respond to the pupil's reply in a blue pen.

### **7. Marking in Maths**

- This is carried out with examples given for the child to complete to further confirm their understanding or stretch their understanding should the answers be correct.
- Should an inappropriate method be evident, the teacher will model in the book a better method and provide the child with the opportunity to demonstrate their use of this method.
- Should one or two questions be incorrect, the teacher will expect the child to complete the corrections.
- Prompt marking will be carried out when appropriate. This will take no more than 5 mins of the lesson to complete

### **8. Marking in Topic Books**

- See method of marking in literacy and adopt
- Please note that the above marking in literacy, maths and topic may not be reflected in every piece of work

### **9. Star the Page**

- Should a child be clearly struggling when the teacher marks the work, or has exceeded expectations. A star will be put in the corner of the page and this group will then be called out at the start of the next lesson to have the issues addressed.

### **10. Just Say Well Done!**

- There is not always a need to put a development point. We need to ensure that the child is aware of their successes and simply mark some pieces without a development point

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