Bernards Heath Junior School

Marking Policy

Purpose and Reasoning

The purpose of this document is to set out the system of marking expected from the teaching staff throughout the school and to ensure a consistent approach that is easily understood by the children and parents of the school.

This Policy has been updated in light of the advice from the Independent Teacher Workload Review Group document, 'Eliminating unnecessary workload around marking', published March 2016; 'Reducing Teacher Workload' poster summary; Reducing Teacher Workload published by the Independent Teacher Review Group (see Appendix 1)

Aims and Principles

Children's work is marked in order to:

- Show that we value their work, and encourage them to do the same
- Boost self-esteem and aspirations, through use of praise and encouragement
- Specifically highlight where children have done well in that piece of work, in relation to the Learning Objective, Success Criteria or their own personal targets.
- Reinforce learning where children might need more support (through modelling and examples or by providing clear instructions/ steps to follow)
- To allow children an opportunity to move on in their learning following the feedback provided
- Promote self and peer assessment, whereby they recognise their strengths and difficulties and are encouraged to accept guidance from others
- Share expectations
- Gauge children's understanding and identify any misconceptions in order to plan for individual or group support in future lessons
- Provide a basis both for summative and formative assessment and inform individual tracking of progress
- Provide on-going assessment that informs future lesson-planning

Marking the Curriculum Effectively

Comments made by an adult should be made in red ink. Comments made by other children should be made in green ink or green pencil so as to differentiate the marking made to parents at consultation evenings. The school's emphasis is on good quality marking in the core subjects of Science, Literacy and Numeracy.

It is expected that teachers and teaching assistants adhere to the following marking procedures in the following subjects using the following principles

Principles of Effective Marking

We agree that the most effective feedback given to children is verbal and 1:1. This however is not always possible. As a school we have agreed that effective marking should:

- Be manageable for teachers and adults
- Be accessible to the children
- Be at the child's level of comprehension
- Be positive, motivating and constructive for children
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child

- Be frequent and regular
- Involve all adults working with children in the classroom
- Be valued by children as a way to begin to improve their learning
- Give recognition and appropriate praise for achievement
- Be valued by teachers and other adults and recognised as an effective approach to ensure progress e.g. by giving clear strategies for improvement
- Be valued by teachers and other adults who must then allow specific time for the children to read, reflect and respond to marking
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Be consistently followed by teachers and TAs
- Use an Editing Code to correct errors that go beyond the learning objective (see editing codes Appendix 2 for guidelines and suggestions)
- Positively affect the child's progress.

Numeracy

Numeracy work should be marked frequently and to the Learning Objective and Success Criteria. A year group marking code should be made stating whether the child has met the objective and in cases where the child has not, appropriate guidance and developmental comments could be made. If the child has clearly had great difficulty, this should be annotated in the daily lesson plan and that child given extra support the next day either by the teacher or teaching assistant. A 'See Me' statement is acceptable. Work should often be peer or self-marked to develop pupil self-evaluation skills. A self-assessment opportunity (traffic lights or faces) should be given at the end of a lesson. Children should be encouraged to qualify their statements when they have struggled.

English

Again, English work should be marked frequently and to the Learning Objective and Success Criteria. Each year group uses a developmental marking code (see appendix) which identifies simple common errors. Success is identified through the use of a coloured highlighter to clearly indicate quality language or sentence structure. Where appropriate, developmental comments or next steps could be made by the teacher. On occasion, through conferencing with children, verbal feedback will be given.

If the child has clearly had great difficulty, this should be annotated in the daily lesson plan and that child given extra support as appropriate by the teacher or teaching assistant. A 'See Me' statement is again acceptable, providing that follow up is evidenced.

Work could be Peer marked to develop pupil self-evaluation skills and also develop the peer support role ethos within the school. This is particularly useful in writing and compositional units of work.

Spelling should be marked using common sense and professional judgement. It would be demoralising to mark every spelling in a children's piece of work; a suggestion would be to select specific spellings that the child should know but gets consistently wrong, asking the child to practise these a few times below their work. More skilled writers could be shown the spelling of more adventurous words they have tried to incorporate into their writing. Depending on the child, a code from the

School's Marking Code could be used to encourage the children to look up and correct their own spelling.

Science

Marking science work should be an integral part of the lesson. Often science lessons are learning about scientific concepts and writing down information in various forms. These types of lessons should be monitored by the teacher or teaching assistant throughout the lesson to ensure children have understood.

Other science lessons may involve more practical work. These investigative lessons again can be monitored by moving around the class or by giving a whole class demonstration.

When practical lessons are written up, the teacher should use professional judgment on marking. The very fact that some investigations and practical sessions are written up as a whole class and highly scaffolded, ensures children understand the investigation and are exposed to the rich and correct scientific language. When children have the opportunity to be more independent when writing up science investigations, any misconceptions should be corrected. Questions can be used to challenge ideas.

Humanities (Geography and History)

By their very nature these subjects are usually taught as 'Topics'. To enhance the school's ethos of peer support and pupil involvement, it is not expected that every piece of work be marked on a weekly basis by the teacher, rather, work should be visually checked by teacher and also children should be encouraged to check their partner's work. With these principles in mind, topic books should be marked at the end of the topic (be this termly or half-termly) using an 'End of Topic Evaluation Sheet' an example of which may be found in Appendix 2. Children should be asked to evaluate their own work and each other's work during this time, after which the teacher may also make an evaluative comment about the entire topic.

Information Communication Technology and Computing

The ICT/Computing curriculum denotes that several skills based lessons should be followed by the integration of ICT into the curriculum through an Integrated Task. Work from skills lessons need not be saved, printed or marked. Rather the teacher should wander throughout the lesson assessing whether or not the children have learnt the various skills required. Planning would be adjusted accordingly.

On completion of the Integrated Task children will print out their own or paired work and it is this that should be self-evaluated, peer evaluated or teacher evaluated.

Design and Technology and Art

It is not expected that teachers mark every piece of work in these subjects. Indeed, in Art no marks should be made on any child's piece of work. Marking should be done orally, suggesting improvements and evaluating as the work progresses through questioning, demonstrations and 'helpful hints'. At the end of a Unit of Work the children's work should be evaluated with the whole class either individually or as would be the case for D&T, group presentations with oral, constructive criticism and praise being asked from the peer group or class.

P.S.H.E. and R.E.

The purpose of PSHE and RE is to broaden children's minds and philosophise on the world around them. Work in PSHE is mostly completed through class discussion and therefore requires no formal marking. In RE the children explore religions and marking may take the form of a rhetorical question or statement given to the whole class to use as a lead in to the next lesson.

Music and Physical Education
No work should be marked in these lessons. Children should evaluate each other's work by practical demonstrations and performances. The emphasis here is on enjoyment and mutual respect.

Glossary of Terms

Learning Objective LO
> These are lifted directly from the School's Numeracy, Literacy, Science and Foundation Subject Curriculums.

Success Criteria S2S Steps to Success
> Children should be told how to meet the Learning Objective and what is expected of them. How their work should look, be presented, what it should contain, specific features etc.

Peer Marking/Peer Evaluation
> This would happen when children are asked to swap their work and scrutinise it against the Learning Objective and Success Criteria. It allows children ownership and gives them a sense of responsibility over each other's work. It should be a taught element in lower juniors but should be a developed technique higher up the school. This is something that this policy promotes and will be an ongoing element of staff INSET.

Self-Evaluation
> This is when a child or group are asked to self-evaluate their work and is in itself a system of marking and far more beneficial than comments that may or may not be read by the child.

Appendix 1

Appendix 2

Marking Codes

LO√	= Learning Objective met
LOx	= Learning Objective not met
T	= Worked with teacher
TA	= Worked with Teaching Assistant
WS	= With Support
I	= Independent work
G	= Group Work
VF	= Verbal feedback
LP	= Worked with a Learning Partner
SA	= Self Assessment (Children work in green pen during self-assessment they may respond using the self-assessment 3 faces stamp)
PA	= Peer assessment (Children mark peers in green pen during peer assessment. Peer assessment takes place from Y3 to Y6, progressing from verbal feedback in Y3 to quality written peer assessment in Y6)

Teachers mark in red pen
Children respond in green pen

Quality feedback

Where appropriate feedback may be given to extend the child's thinking using a variety of prompts.
'Remember your full stops', will not be effective if continually used and ignored.
Instead such a pupil needs to be shown how to use full stops via an example prompt.

- A reminder prompt (e.g. 'What else could you say about the prince's clothes?')
- A scaffolded prompt (e.g. 'What was the monster doing?', 'The monster was so angry that he...'
- An example prompt (e.g. 'Choose one of these or use one of your own: He couldn't believe his eyes! He ran around in circles looking for the rabbit, feeling very confused)

Editing Codes

C	Capital letter
Sp	Spelling
S	Rewrite; doesn't make sense
V	Find a better word
G	Grammar error
T	Incorrect tense
Adj	Add an adjective
Adv	Add an adverb
^	A word or phrase is missing
//	Start a new paragraph
Tick	Well done; good choice of word or phrase
*	To show where additional sentences have been added
>	Indent
<	Start at the margin
www	what went well
NS	next steps