

Hollinsclough C of E Academy

Marking Policy: 2016

Mission Statement

To encourage high levels of achievement through the enthusiasm and joy of learning, coupled with a creative curriculum and a holistic approach to education that reflects Christian values and supports our community.

We guarantee accessibility and availability to all.'

Developing potential

Our Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Aims

In accordance with our Christian ethos, the Governors and Staff of our academy are committed to a policy of equality, opportunity and diversity.

Our aim is to encourage and enable inclusion and achievement through the management of staff, curriculum pupils, parents and carers in an environment that recognises the different life chances that individuals have, thereby creating an environment in which all have the opportunity to achieve their potential and become active inclusive members of the community.

We seek to uphold and implement these core values as a service provider, an employer and procurer of goods and services. We also recognise the unique opportunity we have as an academy to positively influence the broader community by creating positive relationships between people through community cohesion.

This policy will also influence other areas of academy policy for example, uniform, behaviour, staffing and people management.

Introduction

Our Marking policy forms part of our whole school approach to policies that support and promote teaching and learning. It relates to the ethos of the school and has direct links with our curriculum planning and assessment.

This document also links into our Online Assessment Policy

How our pupils work is received, marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements.

Dyslexia Friendly

This area where applicable adheres to our Dyslexia Friendly Policy

As part of the Dyslexia Friendly Schools Initiative here at Hollinsclough CE (VA) Primary School we recognise the strengths of pupils with dyslexia and aim to use them as pathways to learning. We recognise that pupils with dyslexia are likely to experience higher levels of stress than their peers and that this may impact on their learning and emotional well-being.

Governors and senior managers are committed to supporting pupils with dyslexia across the curriculum. Targets aimed at developing expertise in, and understanding of, dyslexia are reflected in the school's SEN development plan.

All staff have been involved in awareness raising and training sessions in order to recognise compounding factors that may co-exist with dyslexia. They are familiar with the individual learning styles of children and adopt a range of multi-sensory teaching approaches. We feel that early identification of dyslexic tendencies is crucial as it enables early intervention. We have high expectations of all children and the achievement of pupils is seen as everybody's responsibility. We also encourage partnerships with parents.

Aims

The policy will be:

- consistently applied by all staff
- clear in its purpose
- manageable
- productive in its outcomes
- informed by pupils individual learning needs and previous assessment

Purposes - reasons for marking

- To recognise, encourage and reward a pupils efforts and achievements and celebrate success
- to provide a dialogue between teacher and child with a clear appropriate feedback about strength and weaknesses in their work
- to improve a child's confidence in reviewing their own work and in setting future targets by indicating the next steps in their learning
- to indicate how a piece of work could be corrected or improved against assessment criteria
- to help pupils develop an awareness of the standards they need to reach in order to achieve particular levels of the national curriculum
- to support personalised learning, matching teaching to the individual abilities of pupils and developing a means to extend more challenging work to all
- to provide evidence of assessments made and help moderate the interpretation of learning intentions and levels achieved
- to involve parents more directly in reviewing their child's progress and to help in reporting to parents
- to aid curriculum planning

Marking should be positive, clear and appropriate in its purpose. This in turn creates positive benefits to staff and children, with outcomes that can then be fed back into developing planning.

Principles

If children are to develop as independent learners, they will need an awareness of their own strengths as well as areas for development it is therefore essential that:

- they are made aware of the leaning objective of lessons and of the success criteria against which their work will be marked / assessed
- the learning needs of individual child are understood and work is matched and marked appropriately
- their work is marked in such a way that achievement is acknowledged and teaching points are highlighted
- where appropriate marking / feedback is linked directly to learning targets

Wherever possible marking takes place with the children. It offers guidance as to the extent to which learning intentions have been met and suggest the next steps children might take in their learning.

Towards a whole school approach

In order to achieve a whole school approach marking methods must be agreed and should be:

- consistent across year groups
- developmental across the age range
- consistently applied by all those working with children in school, including supply teachers and support staff

The nature of feedback

- comments should refer to the learning intention of the task
- comments may form the basis of the discussion between teacher in child
- comments may be oral or written
- comments may be given on a group or individual basis

Oral feedback

- Offers a powerful opportunity to engage and has maximum impact in pointing out successes and improvement needs against the learning intentions. The quality of thinking can be higher if it is oral.
- Is usually interactive and developmental. It may give reassurance or a quick check on progress. Effective teacher comments will be seen in a child's response in moving onto the next learning step

Written feedback should be:

- legible and clear in meaning, with an opportunity for the child to respond
- developmental, children will find out how they are performing and from this what the next learning step will be – this is what we term "Success and improvement" marking

Marking methods - to be used across all subjects, with manageability

- Incorporate success and improvement into the actual lesson
- Pupils are encouraged to mark their own work, and peer mark
- Format lessons so that children are constantly reviewing their work
- Opportunities for children to assess pieces of writing –with discussion of what makes it better, what does it need etc.
- Where written feedback is used, time may be built into lessons for children to reflect on marking and to respond to it
- Children's work should always be marked to reflect the planned learning intention
- Spelling correction should normally be limited to words that children should know
- Handwriting should always be of a high standard
- Where children are constantly reviewing and improving their work during lesson time, marking can then become a final look at improvements carried out in the lesson.
- When work can be profitably marked together in a whole class setting e.g. closed exercises such as mathematics or sentence level work, this cuts out a layer of often unnecessary marking. By giving children fewer items to do in the first place, allowing them to mark their own work, and self-correct where necessary enhances learning. Teacher marking them becomes a final check - **written in pen – green for 'good', pink for 'think' and violet for 'verbal feedback'**.
- On a regular basis children will need to bring all their learning together, an application opportunity in which they can - write a whole story, or complete a science experiment independently etc., marking will need to be focused around the individual child's strengths and weaknesses
- Sentence construction, paragraphs and punctuation, children check this as part of their review, working towards their personal goals
- Positive language - open questions encourage improvements e.g. punctuation errors, "**I wonder what could have made that a proper sentence.... I wonder what's missing**" rather than "**what have you missed**"
- Early writing - teachers write-down improvements children had expressed verbally
- Need to aim for intrinsic motivation, encouraging children to identify their own successes and then celebrating with them. Avoid over-praise as this can lead to a dependency on the teachers approval
- Maths marking – built into the daily lesson.

Consistent coding

- Smiley faces and praise what is good
- The following codes may be used:
 - **V** = verbal feedback given
 - **I** = work completed independently
 - **S** =supported work
 - **SM** =self marked
 - **PM** = peer marked
- Improvement prompts can include
 1. Reminder prompt - e.g. how do you think the dog felt here?
 2. Scaffolding prompt - describes the expression on his face
 3. Example prompt – choose of one these two examples
- If possible Teacher or TA, mark during group literacy and maths lessons. If lesson format does not allow for this, children will need their work marked in more depth to give a full explanation.
- Ensure the rotation of teacher / TA led activities, and independent work.
- Topic work marking to success criteria, relevant to objectives drawn from each National curriculum subject.
- Science marking to the success criteria. Children should be encouraged to identify where they have addressed the success criteria, and also shown where to improve their work.

Self-marking

- closed exercises - teachers go through the answers and the processes involved with the class
- children routinely check their own work
- children identify their own successes in their learning relating to the learning intention
- children find one place to improve their work

Paired marking – where possible (Cohort size dependant)

- children really need to understand what success looks like before they critique a friend's work
- children use 2 stars and a wish to mark work

Children need to have an agreement on marking partnerships

Rules could be along the following guidelines:

When we become marking partners we all agree to.....

- **Respect** our partners work because they have done their best and so their work should be valued.
- **Try to see** how they have tackled the learning intention and then we try to improve things that are to do with the learning intention
- **Tell** our partner the good things we see in their work.
- **Listen** to our partner's advice because we are trying to help each other do better in our work
- Try to make our suggestions that are **clear** as possible.
- Try to make our suggestions **positive**.
- Get our partner to **talk about** what they tried to achieve in their work.
- **Be fair** to our partner, we will not talk about their work behind their backs because we would not like them to do it to us and it wouldn't be fair.

Research shows:

- Children believe that the purpose of marking is for the teacher to find out what they have got right or wrong rather than for their own benefit
- Children are rarely given time to read marking comments
- Children cannot understand or read the teachers handwriting or comments
- Children are rarely given time to make any improvements on that work because of the teachers feeling of pressure to get on with coverage

Implementation of this policy

Our school will manage implementation of this policy with the support and guidance of the Local Authority when provided.

General

This policy and its guidance will always reflect the present and future needs of all stakeholders and to support this we are always open to suggestions for changes and alterations of and to any specific individual provision / requirement to ensure full access to all.

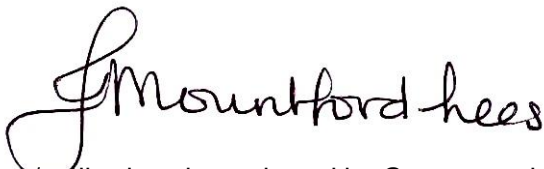
Signed...



Designation: Chair of Governors

Date... February 2016

Signed...



Date... February 2016

This procedure / policy is to be reviewed by Governors during **January 2018**