



THE FOREST FEDERATION

Marking Policy

INTRODUCTION

This policy document is a statement of the aims, principles and strategies for developmental marking across the Forest Federation (All Saints C.E Primary School & Needwood C.E Primary School). This policy refers to the use of developmental marking and pupils response to this. This policy is a working document, which generates and informs good practice and continuity throughout school. This policy has been developed in collaboration with teaching staff and the governors.

RATIONALE

Developmental marking will give children constructive feedback on the successes of their work. It will also inform pupils how to make their work better and give precise steps about what they need to do next to improve their work so they can move to the next level or achieve their targets. Therefore, developmental marking can also be used as a tool to challenge and extend the more able children and support children who are not meeting expectations.

WHO USES DEVELOPMENTAL MARKING?

Any adult working with a pupil or group of pupils can implement the use of developmental marking. Class teachers must still however mark their allocated requirement of books. For this to be successful and impact positively on attainment, staff (teaching, non-teaching, temporary and supply) pupils and parents need to understand the rationale and processes of developmental marking. Continuity throughout school is vital. Class teachers should share with their pupils and adults working within their classrooms this information.

PURPOSE OF MARKING

In marking pupils' work, teachers can consider:

- How well the pupil has understood the task in order to inform the teacher of a child's progress and assess children's performance against stated learning objectives and success criteria
- What the pupil needs to do next to improve in order to provide feedback to pupils about current learning and give constructive feedback in order to give suggestions for improving learning
- How they can encourage pupils to review their work critically and constructively. In allowing for self-assessment children can recognise their difficulties and mistakes and can be encouraged to accept help/guidance from others
- Future planning

GENERAL PRINCIPLES

- All work should be marked in accordance with this policy.
- It is the aim that all work will be marked before the children get their books back.
- All other work should be marked as quickly as practicable.
- Marking **may** take place during the lesson which allows for immediate feedback – **but with the child**, not at a desk and not with a 'queue'.
- Each time "marked" work is returned within a lesson, the children should be given time to reflect upon their marked work.

GOOD MARKING

- Is clearly related to the learning objectives and success criteria of the lesson
- Recognises children's achievements and indicates of the next steps in their learning
- Is meaningful for the individual child
- Is used to inform future planning
- Is positive and constructive, with appropriate praise given
- Encourages a dialogue between teacher and child – a 'ping pong' approach that can be ended with a gold tick to show that the teacher has ended the learning conversation
- Includes verbal and written feedback as well as the use of stars, stickers, stamps and 'smileys'.
- Includes time built into lessons for children to reflect on marking and respond to it.

SUCCESS AND IMPROVEMENT MODEL FOR MARKING



We use a gold pen to show all 'good' parts of children's work - 2 ticks against the success criteria, underlining or circling around those certain areas or a written comment (example posters can be found in classrooms and seen in **appendix 2**)
We provide one step for improvement in a green pen using a magic wand that can be the following type of improvement:

Four Types of Improvement Prompt

- **Add something prompt** – if something has been missed off the success criteria OR encouraging the child to act upon it's own target for improvement
- **Reminder prompt** – reiteration of learning intention
- **Scaffold prompt** – teacher decides what they would like the child to write then finds a way to hand it back to the child
- **Example prompt** – teacher models a choice of possible improvements, but asks if the child has an idea of their own

FEEDBACK

- Effective feedback leads to pupils recognising their next steps and how to take them
- Marking and feeding back numbers/grades/ marks merely sums up learning
- Marks and motivational comments may tell pupils about success and failure, but not how to progress
- It is pupils who take the next steps and the more they are involved, the greater the understanding
- It is the teacher's role to provide pupils with skills and strategies to take the next steps

ACTING UPON FEEDBACK

Classes may use feedback 5 at the beginning of the session, allowing the children to reflect and action marking, using a 'RED POLISHING PEN/PENCIL' (for KS1 & EYFS).

Teachers may choose to have longer feedback sessions such as the first half an hour of the day, this is if children need to uplevel work more significantly or if there have been more difficulties for personalised feedback.

PERSONAL AND PEER ASSESSMENT

We encourage personal and peer assessment, this may take the form of a physical thumbs up for younger children and we use smiley faces on our LO for KS1. KS2 children are expected to self-assess after each piece of work.

Peers can also assess each other against the success criteria. Children are taught how to do this. This needs a gradual training programme to be successful and isn't always developmental or honest in the initial stages.

Children need to be confident about reflecting on their own work first before introducing peer or partner marking

- Stage 1 – Children identify and evidence their success against the learning intention / success criteria.
- Stage 2 – Children identify a place for improvement,
- Stage 3 – Children identify their successes and make an 'on the spot' improvement.

MANAGING MARKING

In order to make work load manageable and developmental marking effective teachers are required to mark the following minimum number of books/pieces of written work on a cycle basis. There is flexibility within this requirement should teachers wish to mark books by ability groupings etc. Using this cycle means that each child should have at least one piece of numeracy and literacy work developmentally marked each week, and approximately 2-3 pieces of work in other subject areas developmentally marked per half term (depending on the number of weeks in a half term and the nature of the activity).

Numeracy – daily 5-6 books

Literacy – daily 5-6 books

Science/other subjects (if taught weekly– weekly 8 books)

Homework (weekly 8 books)

Teachers should keep a record of books that have been developmentally marked. An example of how this might be done is given in **appendix 1**. Teachers should still mark other books/pieces of written work after each lesson.

Comments in this case need not be as extensive.

- The teacher / teaching assistant may put a stamp in their book stating verbally quality marked throughout the session, but need to provide a small example of modelling/board work.
- All pieces of work will be acknowledged by quality marking / a specific sticker or stamp or a tick if simply a dictation, note-making etc. exercise.

Mathematics

- Ticks where work is correct, crosses or a dot where mistakes are made

English

- If grammatical exercises work where work is correct, crosses or a dot where mistakes are made.
- Quality marking system reflecting on whole class or personal objective ensuring that the positives outweigh the targets for improvement.
- Spelling errors should be underlined (only the part of the spelling that is the error – not the whole word).
- The corrected word should be written at the end for the children to copy – to the end of the line. (Probably 4 times dependent on length of word).
- Select the high frequency words they should know (but not all if there are real difficulties)
- Words crucial to the meaning or sense of a text should be corrected.
- Spelling should be marked "sensitively" so as not to discourage or dishearten children.

MONITORING AND MODERATING

The implementation and impact of developmental marking will be carried out in the following ways:

Pupil Interviews: Asking pupils to discuss the meaning of developmental marking comments. What did they do well? What do they need to do to improve?

Book Trawls: Sampling children's books/written work to ensure the cycle and frequency of developmental marking; developmental marking comments relate to the lesson's LO and SC; developmental marking comments are clear and specific; there continuity or practice throughout federation.



The Forest Federation
All Saints CE (C) Primary School and
Needwood CE (VA) Primary School

Appendix 2
Example of Classroom Marking Poster

Understanding Marking Comments

The 'Good stuff'

- ✓ This shows my good learning.
(Comments in gold)

Magic Wand = Next Step
This is what I need to improve.

Red Polishing Pen
This is what I use to respond to and improve my work.



This is a learning.



L.C Learning Comment
conversation with my teacher about what I have done well and the next steps in my