



# St Nicholas C of E (VC) Primary School

*'Love your neighbour as yourself.'* Matthew 22.37

## Marking Policy

**Courage Hope Love & Friendship**

### Rationale

St. Nicholas Primary School wants all children to make good or better progress and develop positive attitudes to their learning. Assessment for Learning (AfL) is central to children recognising and achieving this potential.

AfL is where both the learner (through feedback) and teacher are aware of where learners are in their learning, where they need to go and how to get there. The audience of any marking should be the learner and as such should be geared entirely to enabling learning to progress.

This policy supports our school vision particularly by encouraging excellence and life-long learning. Children are encouraged to be hopeful in their efforts to progress, courageous by taking risks in their learning and to support one another thus showing love and friendship.

### Aims

The aim of this policy is to make explicit how St Nicholas' Primary School mark children's work and provide feedback. All members of staff- teachers and other school adults are expected to be familiar with this policy and apply it consistently.

- It is important that children receive constructive feedback, either written and orally, focusing on success and next steps against identified learning objectives (sometimes summarized in a question, short title or called small steps).
- The intention is that AfL occurs in every lesson to improve learning and raise standards. The way teachers mark and feedback is central to this.
- Marking and feedback should promote self-esteem through celebrating success and encouraging challenge.
- Children may be given the opportunity to evaluate the work of their peers and to be provided suggestions for improvements by peers; thus enabling children to become reflective learners.

### Assessment for Learning

There are 5 key characteristics of Assessment for Learning

1. Explicit learning objective (or summarized version given as a title "Use exclamation marks", question or small step eg in Maths "Mathematicians can ....")
2. Success criteria
3. Questioning
4. Feedback
5. Marking

#### **1) Explicit Learning objectives** (question or summarized version given as a title, question or small step)

Effective learning takes place when the learner understands what they are trying to achieve and why it is important within the broader context. This enables the learner to apply skills learnt in different contexts. The learning objective / question / title / small step is succinctly and clearly worded, enabling children to evaluate and review their own progress to see if they have achieved the learning objective / title / question / small step. The learning objective / title / question / small step will focus on learning and not activities. The context of learning is how this learning is applied.

## 2) Success Criteria

Often, generating success criteria to achieve the learning objective / question / title / small step will help provide children with a framework for what they need to focus their efforts on, how to evaluate their progress and discuss issues. Success criteria can be generated by the teacher but, it has been recognised that where children participate in generating these they gain greater ownership of their learning with positive results. Where appropriate, success criteria are shared in some way with pupils so that they know and understand what they have to do to achieve.

## 3) Questioning

Questions are used to develop learning and extend thinking. Asking prompting, promoting and probing questions raises issues from which the teacher is able to build up a picture of children's knowledge, understanding and misconceptions (AfL). Wait or think time is essential to give all children opportunity to think and respond.

At St Nicholas' we sometimes use 'talk partners' where children can rehearse and scaffold their answers which leads to greater responses from the children and thus provides the teacher with more information about the extent to which children have understood the new learning. We encourage children to ask questions proactively, seek learning for themselves and view this as an important life skill – promoting learning as a lifelong skill.

## 4) Feedback

The purpose of AfL is to provide feedback that enables learning to progress, thus teachers need to identify next steps to learning as well as responding appropriately to mistakes. Teacher's feedback will give learners, individually or as a group, the information they need to achieve the next step and make better progress. Children should be given time to reflect and act on feedback as soon as possible.

Feedback will always be constructive and sensitive because any assessment has an emotional impact. Comments on the work rather than the child are more constructive for learning and motivation. There are a number of ways feedback can be given:

### Verbal feedback

- Most regular, interactive and can be immediate
- Focus on constructive and informative comments to take pupils to their next step
- Direct; to specific pupil or group, or indirect; whole group / class can listen and reflect
- Opportunity to model language for pupils to use when responding or giving feedback to peers
- Recognising pupil's efforts and achievements
- Emphasise the learner's progress and achievement rather than failure although errors and misconceptions should be addressed.

### Self-evaluation and Peer-evaluation

Where appropriate, children may self-evaluate their work. This can be verbal or by recording against the learning objective / question / title / small step, through discussion with peers or adults or independently editing their work. Children can mark their own work against agreed or given success criteria and be involved in shared marking. This will not replace teacher marking and feedback but is important to promote children to become more independent and responsible for their own learning.

## 5) Marking

We aim to ensure that all children have their work marked by adults in such a way this 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 with the emphasis on achievement and what next steps are needed in order for the child to improve further.



School adults will mark against the learning objective / question / title / small step and the success criteria (where appropriate). If a learning objective / title / question / small step goes over more than one day there is

only a need to comment on the achievement when the task is complete although live (in the moment) marking is encouraged wherever possible.

### Visibility

The marker should use pens for marking, ensuring that annotations are clearly discernible. Staff to give tick or dot indication (see below) whether learning objective / question / title / small step has been achieved in English and Maths. Spelling mistakes, punctuation marks to be inserted/highlighted where omitted or incorrect as appropriate for the age and needs of the child. Staff will prioritise which errors are most relevant to correct/highlight in a piece of work (i.e. not all errors will be corrected).

Examples of steps to effective written marking to be used as appropriate:

1. General marking: either a tick for correct and dot for incorrect in a different coloured pen (any colour as long as distinct).
2. Dot or tick learning objective / question / title / small step - (2 ticks = achieved, 1 tick = partly achieved, dot = not achieved) for English and Maths.
3. Next steps  are reminders, scaffolds, examples, written comments. Next steps  should give guidance towards an appropriate action; this may be done immediately, in a later piece of work or may be discussed verbally with younger children.
4. Response time will be provided to allow to reflect, re-do or practice if necessary.

### Codes for marking

**Initialed by peer** – Peer evaluation

**VF-** Verbal feedback

**//** -new paragraph

**AS** – Adult support

Purple pens will be used for children's own editing in writing books.

### EYFS marking and feedback

Predominantly verbal, with ticks/dots used where appropriate. Moving towards the school Marking Policy in the summer term in readiness for year 1.

### **Presentation expectations**

- Positive attitude and pride to be fostered at start.
- Learning objective / question / title / small step and short date underlined with ruler (unless printed).
- Scribbling out is not acceptable - mistake crossed out with one straight line.
- Use of line guide on plain paper.
- Use of sharp pencil (or pen when appropriate).

Date of issue:	March 2024
Review Date	March 2026
To be reviewed	Headteacher, staff and Governors
Authorised by	Headteacher