



Ballycraigy Primary School

Policy for Marking for Improvement

Date reviewed	November 2019
No amendments required	
Date ratified by governors	25/11/2019
Next review due	November 2021

RATIONALE

Improving learning through assessment is aided by the provision of effective feedback to pupils who need to be able to assess themselves and understand how to improve. The marking of pupil's work is therefore an important part of teacher and peer assessment. This policy sets out how the staff at Ballycraigy Primary intend to ensure that marking at the school is an integral part of our assessment procedures.

PURPOSE OF MARKING

1. To provide useful information which will move the pupil forward in learning
2. To promote continuous and focused communication with the pupil
3. To encourage high standards in learning.

MARKING PRINCIPLES

Teachers spend a large proportion of their time assessing and marking pupil's work. We believe that this time is spent most effectively when the following principles are applied:

Shared Principles

1. it provides opportunity for prompt and regular written or spoken feedback with the pupil;
2. teachers and pupils are clear about the learning outcomes of a task and the criteria for success;
3. teachers provide constructive suggestions about ways in which the pupil could improve his/her work;
4. everyone's practice is consistent and in line with the overall school assessment policy;

Teacher-Centred Principles

1. teachers are selective in the aspects they choose to comment on;
2. teachers comment on specific, positive aspects of the task;
3. teachers recognise effort as well as quality; not in a vague or generalised way, but linking effort to specific skills or understanding;
4. teachers use the information gained with other information to adjust future teaching plans;

Pupil-Centred Principles at Key Stage 2

1. pupils are encouraged to comment on the work themselves before handing it in or discussing it with the teacher;
2. pupils are given time to act on the feedback they are given.

COHERENT SYSTEM

Our agreed system of marking is set out below:

Verbal Feedback

Verbal Responses are positive and are aimed at helping children to develop their self-confidence and self-esteem. If criticisms need to be made they are done so in a constructive manner. Verbal Responses to work may be on a one-to-one basis, to groups of children or to the whole class. The children are encouraged to respond to each other's work in a similar positive manner. The tone of voice used in oral responses is an important factor in how the responses will be received.

Summative Feedback

Each piece of work should be marked – by the teacher, classroom assistant, the pupil, or another pupil – showing at least that notice has been taken. Marking strategies will include ticks, dots, stickers, stamps, stars, teacher drawings, teacher comments and/or annotations.

Formative Feedback

At least 1 piece of Literacy and 1 piece of Numeracy will be Quality marked per week. Quality marking will enable all pupils to understand their own achievements and know what they need to do next to make progress. Not all pieces of work can be quality marked. Teachers will decide whether work will simply be acknowledged or given detailed attention. A focused comment should help the child in closing the gap between what they have achieved and what could have been achieved. Comments will follow the pattern of “one star...one wish.”

Secretarial Features

Spelling, punctuation and grammar should not be marked in every piece of work. Children cannot effectively focus on too many things in any one piece of work. However, appropriate elements and those which have been taught should be highlighted, e.g. if the children have been focusing on verbs in the past tense in a recent lesson and a mistake is made in independent writing, then this should be pointed out to the child. Misspelled high frequency words and copying errors should also be highlighted

Marking Symbols

Good point or correctness	Tick, star or positive written comment
Spelling mistake	SP in margin/underline work. Write the correct word, first three letters or just 'SP' in the margin
Incorrect answer	.
Full stop missing	Circle with a full stop inside

Sentence or paragraph does not make sense	[symbol at start of sentence or paragraph and] symbol at end of sentence or paragraph
Capital letter missing	Underline – double line
A word or phrase is missing	^ arrow used or word written
Indicate that a new paragraph is required	// and NP in margin
End of sentence/new sentence needed	/ (symbol between sentences)
Finger space omitted	FSP
Supported work	CA
Verbal feedback given	VF
Work marked by substitute teacher	ST

Examples of feedback prompts can be found in Appendix 1

Monitoring and Evaluation

Monitoring of this policy will be done through work scrutiny by the senior leadership team. It will be monitored for whole school consistency and evaluated for impact on pupil's outcomes.

This policy will be reviewed bi-annually.

Appendix 1 Examples of feedback prompts requesting response

Sample writing prompts

Read your work – can you add ... (e.g. 3 full stops, an adverb which says where, a question mark ...)

Try to find the sentence which needs to be changed/doesn't make sense and improve it.

How could you check this?

Now try these ... (e.g. if activity writing about prompts/pictures/adding punctuation/Grammar ...)

Is there another way you could write this information (highlight sentence)

Can you find a way you could write this in a shorter sentence?

Finish this sentence ...

Fill in the blanks ...

Highlight the sentence where you have used ... (e.g. adverbs, connectives, correct punctuation, speech marks, persuasive language, ...)

Boom! This sentence is adding ...

Tell me 1/2/3 reasons why I should give you a Wow! for this work

Tell me ... that have ...? (e.g. Tell me 2 sentences that have adverbs)

What ... would you use to ...? (e.g. What word would you use to show me how the character is feeling?)

Please write another ... connective/sentence that show me how the caterpillar moved

Show me how you think this sentence would work with ... adverbs/connectives/adjectives

Show me how you could write it with ... adverbs, connectives, punctuation?

What would happen if ...

What new words today? What do they mean?

What if you could only use ...? (e.g. short sentences, complex sentences, the adjectives for sight or sound?)

What if you could not use ...? What if you could only use ...? (e.g. short sentences, simple sentences, the adjectives for sight)

Sample maths prompts

Look back at your work – can you add ... (e.g. your method, a number line ...)

Can you find where you went wrong?

How could you check this?

Now try these ... (e.g. extension questions/consolidation questions ...)

If the answer was ... What could the question be?

Is there another way you could do this?

Can you find a quicker way of doing this??

Finish this sentence ... (e.g. explaining work ...)

Fill in the blanks ... (e.g. $\square 2 + \square 6 = 60$...)

Highlight the sentence where you have used ... (e.g. column method, grid method, a strategy to check your answer ...)

Tell me 1/2/3 reasons why I should give you a Wow! for this work

Tell me ... that have ...? (e.g. Tell me 2 numbers that have a difference of 12 ...)

What ... would you use to ...? (e.g. what unit would you use to measure the width of the table? ...)

What are ... of ...? (e.g. What are the factors of 42? ...)

What is another ... (e.g. method that might have worked ...)

Show me how you think this will work with ... (e.g. other numbers/3 digit numbers? ...)

Show me how you could do it with ... (e.g. fewer numbers ... using a number line ...)

What would happen if ...? (e.g. What would happen if you started with 52? ...)

What new words today? What do they mean? What maths words also mean ...?

What if you could only use ...? (e.g. multiples, 3 digit numbers, numbers less than 0 ...)

What if you could not use ...? What if you could only use ...? (e.g. multiples, 3 digit numbers, numbers less than 0, 1 digit numbers ...)

Reference:

The Power of Feedback John Hattie and Helen Timperley