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Marking Policy

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Why do we need a marking policy?

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

What are the principles that guide the school's approach to marking?

Marking and feedback should:

- be manageable for teachers and accessible to children;
- relate to the learning objective, success criteria or individual targets for each child;
- involve all adults working with the children in the classroom;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for children to read, reflect and respond to marking in pink pen;
- respond to individual learning needs: eg. marking face to face with some and at a distance with others;
- inform future planning and target setting;
- use consistent codes across the school;
- where appropriate, from Year One the children should be involved in marking their own and others' work;
- ultimately be seen by children as a positive approach to improving their learning;

How do we mark children's work?

Children's work needs to be marked in green pen. The school makes use of a variety of forms of marking/feedback:

Oral Feedback

Langham recognises the importance of children receiving regular oral feedback. This may be to correct a child's understanding or to extend the child's learning. The work will then be ticked and initialled and an appropriate marking code. (TT)

This is particularly important in the early years and KS1 where children may be unable to read a written comment. In Early Years, the children work mostly in small groups. The teacher will always discuss the work with the child and give feedback orally, therefore, aspects of the marking code are not appropriate. Written comments are not usually used as feedback for the child but may:

- Provide an explanation of what the child has produced (eg. A description of a picture; a comment made by the child about the picture; the writing decoded for others to read.)
- Highlight an objective that the child has met or on progress that has been made.

Summative Feedback / Marking

This usually consists of ticks and dots is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children as a result of discussion. Where the work has seen significant adult input/support, it should be initialled.

Formative Feedback / Marking

Some pieces will be marked in greater detail and should always relate to the learning objective and any success criteria formulated as part of the lesson or unit of work.

Marking should provide a focused comment which should help the child to 'close the gap' between what they have achieved and what they could have achieved. Useful closing the gap comments are:

- A reminder prompt (e.g. 'Think of a better word than bad.' 'What else could you say about the prince's clothes?');
- A scaffolded prompt (e.g. 'What was the monster doing?', 'What kind of monster was he?', 'The monster was so angry that he...', 'Change bad for a word that makes him sound more scary.')
- An example prompt (e.g. Use one of these words instead of bad – ferocious, terrifying, evil.). This type of prompt will begin to widen a child's vocabulary.

Shared Marking

Teachers sometimes use a piece of work from a child (with their agreement) to mark as a class/group, on the white board. This enables the teacher to model the marking process and teaches particular points at the same time.

How do children evaluate their own learning?

At Langham Primary school learning objectives are made clear to children and may also be written or provided at the top of a piece of work or on the board. At the end of lessons, children may be asked to

mark next to the learning objective whether they feel they have met the objective or not: e.g. with a smiley face, straight face or NMP (needs more practise). A red amber and green dot may also be used to indicate whether they have not understood, partly understood or fully understood.

Success Criteria

Teachers may sometimes provide specific success criteria for children to tick either as they work or when they have completed a piece of work. At times it will be appropriate for these success criteria to be drawn up with the children as part of the lesson.

Self- marking

All children should be encouraged to self-evaluate by identifying their own two successes and looking for an improvement point i.e. two stars and a wish.

Paired Marking

As the children's confidence with marking their own work against personal targets or success criteria grows then they may be expected to sometimes mark work in pairs.

Children will need to be taught how to engage in peer assessment through a variety of techniques, including:

- Lots of modelling of how to assess a piece of writing.
- Development of sentence starters for comments, in order for them to give written feedback.
- Ground rules should be decided as a class and adhered to.

It is important that across the school marking is consistent and recognisable by the children. The symbols key should be clearly displayed around the classroom and children's attention must be regularly drawn to these.

Children should be given the opportunity to respond to the marking of their work in pink pen, e.g. making corrections, responding to questions or comments. This may also be verbal.

Agreed Code

Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful.

The agreed code will be displayed in every classroom and/or in children's books so that all children are aware of the meaning of the various markings. Comments are written whenever possible, giving targets for future work.

Marking key

Symbol	Meaning
I	Independent work
TT	Teacher talk
W/S	Work supported
//	New paragraph
*	Read comment
SP	Spelling mistake
	(Self-assessment) LO understood, partly or not understood A comment from more able pupils
NMP	(Teacher assessment) (NMP)- Needs more practise straight face beginning smiley face - developing grinning face - embedded
	Next steps – Pupil response in Pink Pen