

# Batheaston CEVC Primary School

## Marking Policy

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Marking is one of the most crucial forms of assessment. It is when we can really show children that we value their efforts, it is when we can judge our own effectiveness as teachers, it is when we can make strategic decisions about the next steps children need to make. But more than all that. It is a rare opportunity to have an individual dialogue with every child because every child's work, progress and confidence matters. At Batheaston, we understand that effective marking and feedback is *one of the essential keys* to pupil progress.

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.

Marking and feedback will be adapted to suit the age and needs of the learner, eg more of the feedback will be verbal for younger children. However, throughout the school, our expectation is that every child will have regular planned opportunities to review the marked work, so that they can improve their work in relation to the action points set.

### General principles – Aide memoire for staff

- Set next steps as part of the marking routine
- Share and discuss the learning objective and success criteria, all within our school 4 step planning process
- Tell pupils how well they are doing
- Teach pupils what they need to do to improve
- Include clear evaluations and sensible advice
- Leave pupils with action points they are able to work on
- Establish continuity in comments from one piece of work to the next
- Plan regular opportunities for children to review their work and then improve it with reference to the action points. As appropriate, encourage children to use a purple pen
- Plan regular opportunities for children to review their own work and for peer review/markings as well. Children will regularly assess their own work against the SC agreed with the teacher.


### **Effective Feedback**

- Be specific, accurate and clear
- Compare what a learner is doing right now with what he/she has done before. Feedback can be verbal and does not need to be recorded. Progress will be evidenced by future work
- Encourage and support further effort (getting a balance between support and challenge)
- Be given sparingly so that it is meaningful (too much feedback can stop learners working out for themselves what they need to do)
- Provide specific guidance on how to improve and not just tell children when they are wrong

*Research suggests that feedback should be:*

About complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils.

## **MARKING GUIDELINES FOR BATHEASTON PRIMARY SCHOOL STAFF**

<p><b>Effort</b></p>	<p>Gold big star stamp</p> <p>Add evaluative comment if needed.</p> <p><b>EVALUATIVE COMMENT SHOULD BE IN PINK</b></p>	<p><b>Outstanding effort = one big star</b></p>
<p><b>Positive feedback comments</b> <b>TICKLED PINK</b></p>	<p><b>The <u>quantity</u> of feedback should not be confused with the <u>quality</u>. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.</b></p> <p>Tickled pink comments must refer back to the success criteria agreed for this activity.</p>	<p>Single words or sentences may be underlined/highlighted in pink and comments added in the margin.</p> <p>Comments may include symbols or be verbally given.</p>
<p><b>Next steps/action points</b> <b>GREEN FOR GROWTH</b></p>	<p>These are the action points for the child to work on in order to improve (related to the agreed success criteria). Action points should be highlighted by the use of our 'Next Steps' green stamp.</p> <p>Our expectation is that the children have the opportunity, when the teacher decides, to review and work on the action points.</p> <p>Frequently, the 'green for growth' points will be part of verbal feedback for younger children and for children who need support for reading.</p>	<p>Staff use a green pen.</p> <div style="text-align: center;">  </div> <p>Is the symbol for verbal feedback given/discussion of action points.</p>

<p><b>Marking and feedback in Maths</b></p> <p><b>Effort</b></p>	<p>Gold big star stamp.</p> <p>Add evaluative comment if needed.</p> <p>EVALUATIVE COMMENT SHOULD BE IN PINK.</p>	<p><b>Outstanding effort</b> = one big star.</p>
<p><b>Marking for maths</b></p>	<p>Pink ticks for correct answers.</p> <p>Green dots for answers that are incorrect/ incomplete/need further work.</p> <p>Verbal feedback will be used with younger children/when appropriate.</p>	<p>GPQ time must be planned by the teacher when it fits well into the Assessment for Learning process, however it best fits into their class timetable.</p> <p>GPQ can be an EMT activity or instead of a lesson starter, for example. Sometimes, if a group of children have made the same misconceptions, the teacher will adjust the teaching/learning for the next day.</p>
<p><b>Review and improve</b></p>	<p>Our expectation is that children will have GPQ (Green Pen Question) time to improve their work, with reference to the success criteria. This also gives teachers another chance to address misconceptions.</p> <p>It may be appropriate to use the 'Next Steps' footprint stamp to help highlight the GPQ for the children.</p> <p>We encourage and promote peer review and paired marking as one of our marking strategies.</p>	
<p><b>Assessment</b></p>	<p>When completing APP documents, teachers will ensure at least one of the examples of understanding of a concept will be from a test/using applying tasks (age appropriate). This supports agreement between APP of maths concepts and test scores.</p>	

**ADDITIONAL GUIDELINES:** During the EYFS year, each child will be given a Writing Book when the teacher assesses that this is appropriate for each individual. This book will include evidence of writing skills throughout different curriculum activities.

- There is not an expectation that every piece of writing will be the focus of in depth marking and feedback. The teacher will select which writing activities must be marked in this way. ICE and Fire writing are good examples of work that may be selected by the teacher as this helps the Assessment for Learning process. These tasks need to include independent work and may well be an extended piece of writing. This piece of work will then become focus for each child's review and improvement activity (for many classes this time will be planned as part of the Guided Reading carousel of English activities). Purple pens can be used by the children as part of this review and improve process.
- We encourage the practice of planning opportunities for ICE and FIRE writing. For example, if teaching the children how to form and write instructions, the teacher will plan a writing task at the beginning of the unit (ICE) and then another at the end of the unit (FIRE). The initial ICE activity will provide evidence of the level of understanding/ elicit AfL for the teacher's planning and the FIRE task will provide evidence of summative understanding and progress.
- Verbal feedback does not then need to be written down unless the teacher feels it is appropriately helpful. A good example of when VF can be recorded is when a Teaching Assistant has worked with a child/group.
- Teachers may include an 'input line' drawn under a line or section of work. This line indicates that the teacher/TA has given extra support/led a mini review which then leads on to improved work.
- Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer
- Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.
- APP is colour coded for the term in which the objective has been achieved:  
Autumn – pink, Spring – green, Summer – yellow.

### **MARKING DETAIL**

#### **With green pen 'for growth' marking, do:**

- Pick out what needs to be improved
- Teachers can underline but don't always need to provide the answer. Instead, pose a question. The question can be verbal, use symbols or be part of the plenary section etc
- Teachers use the green 'Next Step' stamp but again, the next step can be posed as a question/investigation.

As a teaching staff, we plan opportunities to scrutinise work from all year groups to support consistency and continuity. This is a central focus of Learning Walks and Staff Meetings. We are committed to ensuring that all staff, children and parents understand our marking policy and feel ownership of the processes.