MARKING GUIDELINES (CURRICULUM)

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Rationale

We believe that children should be made aware of their success through constructive feedback and marking. Achievable targets need to be identified so that children are aware of how they can improve. Feedback and marking should be clearly related to the lesson's learning intentions so that the children recognise how their achievements compare with expectations and can become reflective learners.

Aim

By providing prompt and regular feedback, we have found that the achievement level of the children is raised along with their self-esteem, which enables them to make progress.

Principles

Teachers spend a large proportion of their time marking and assessing pupil's work. This time will be spent most effectively when the following principles are applied:

Shared Principles

- It motivates children by celebrating success and acknowledging achievement, progress and effort;
- It provides opportunities for regular written or spoken dialogue with the child;
- It gives children opportunities to become aware of, and reflect on, their learning needs;
- It informs future planning and individual target setting;
- It is perceived by children as positively helping them to improve;
- Teachers and children are clear about the learning intentions of a task and the criteria for success and that the marking is directly related to the learning intention;
- Teachers provide constructive suggestions about ways in which the child will improve his/her work;
- Teachers must provide time to improve and impact on children's learning.

Children-centred Principles

- Children are encouraged to comment on the work themselves before handing it in or discussing it with the teacher;
- Children are given opportunities to self-assess in pairs, or in groups;
- Children are given time to act upon feedback given.

School-centred Principles

- School practice is consistent and in line with the overall policy on Assessment, Recording and Reporting throughout the school;
- The marking policy is discussed whenever necessary to ensure that it is understood by all new members of staff and that practice continues to reflect school policy.

Practice

Effective marking will:

- Focus on the learning intention;
- Be given regularly;
- Give pupils opportunities to review their progress against clear success criteria;
- Allow for improvement time to show the impact of the marking upon learning;
- Help close the gap between current and desired performance;
- Include a range of scaffolding and extension, reminders and questions.

Planning

Planning for marking should include:

- Clear learning intentions and outcomes that indicate the children have achieved the intentions;
- Opportunities for children to improve their work following the teacher's written feedback;
- Outcomes of marking should influence future plans so that assessment for learning is efficient.

Interactive learning

Teachers should use a variety of strategies to ensure that pupils are part of the assessment process such as:

- Verbal feedback from teacher to child leading to discussion of learning;
- Quality / focused written marking with time for the child to follow up;
- Peer assessment (child with child) and self-assessment; clear success criteria should be the focus of self and peer assessment. This process is most effective when modelled during plenaries and mini plenaries where improvements can be modelled.

Differentiation

Teachers should employ differentiation of feedback in a manageable way and at the same time ensure that children know how they can move forward. This can be achieved by modifying the comments made to suit the ability and age of the child.

Marking for Learning

When marking for learning a diagnostic or development comment is sufficient. Feedback should be an integral part of the everyday work of teachers. It should be used to:

- Inform the short-term planning cycle;
- Inform teachers about the progress of children;
- Inform pupils how well they are doing and what they need to improve;

When marking of learning takes place, feedback of summative pieces of work provides information by way of grades or levels. i.e. End of Key Stage Assessments, summative assessment tests, spelling tests etc.

Spelling

- A limited number of words, which the child should be able to spell, may be identified for the child to self-correct.
- A limited number of key words (appropriate to the age and ability of the child) may be identified for correction and written out in the margin or underneath the work by the teacher.
- Children should be encouraged to 'have a go' and not be restricted by the need to spell all words correctly at the drafting stage of a piece of writing, which inhibits the creative process.

Basic Rules about Presentation

- Use pens for writing once ready to move on from pencils.
- Crossings out to be with one neat line – no correcting fluid.
- Write the date and title in full, short date for maths books, jotters, tests or art.
- Underline the date and title with a ruler.
- Use sharp pencils.
- Use a ruler for drawing straight lines, tables ….

Conclusion

Marking has the potential to be a powerful, manageable and useful on-going diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children about their progress.

Marking Policy Guidelines

The guidance below should be followed for English, Science and Project marking –

Pink pen to underline the best examples of the objective.

Green pen to underline improvements.

Underneath - positive comments about the piece work in pink.

Underneath work - improvement that the children could make in green.

sp – spelling error – The word should be circled and sp written in the margin.

Up to 3 words should be chosen and put at the bottom of the piece of work for the children to practise.

e.g. 3 x little

// - Start a new paragraph.

P – Punctuation error – The mistake should be circled and a p put in the margin.

VF – When verbal feedback is given.

SE – Self-evaluation – Children to think about what I have done well and think about what their next steps are. (See attached examples).

G – Guided work

A – Work supported by an adult

I – Independent work

Children to smiley face their work according to how they feel:

☺= I understand.

😐= It is a bit difficult. I would like more practice

☹= I do not understand. I would like more help.

PE – Peer their next steps are – in pencil write one positive comment and 1 improvement.

Improvements to work can be made in a purple pen.

Teachers are to use developmental questions and comments.

Children need to be given time to respond to comments and questions.

Where success criteria are used, adopt a pink and green system. (This can be done by self, peer or teacher marking).

Acknowledge children's responses with initials and a date.

In maths –

✓ - correct answer

• - Incorrect answer

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Acknowledge children's responses with initials and a date.

Self-evaluation Questions/Scaffolds

The following self-evaluation questions/scaffolds can be used to support children in assessing their learning.

They should be used in conjunction with the success criteria to enable children to reflect on their progress and next steps.

Self-evaluation questions can be displayed in the classroom.

1. What did you find difficult/challenging and what helped you to move on? (e.g. resource, teacher, partner, display, examples)
2. One thing I'm not sure about is…
3. Which part of your learning/work are you most pleased with and why?
4. Write down one thing you found easy and one thing you found challenging about today's learning
5. What do you think are your next steps?
6. What questions do you have about today's learning?
7. How would you change this activity for another class or year group? (To make it easier/more challenging?)
8. How could we look at this differently? (I would change/remove/add…)
9. Write two tips for success you would give yourself if you had to do this activity again.

WRITING

The Aims of feedback
To enable the teacher to celebrate the work and achievements of pupils in relation to learning objectives set
To identify next steps that pupils might take in order to consolidate or improve their learning
To provide information that will enable pupils and parents to monitor progress against national standards, criteria or personal targets

4 Types of Feedback:
Pupils to teachers
Teachers to pupils
Peer assessment
Self assessment

Reminder prompt
For example:
Say more about…
Explain why you think this

Think – what is good? What needs improving?

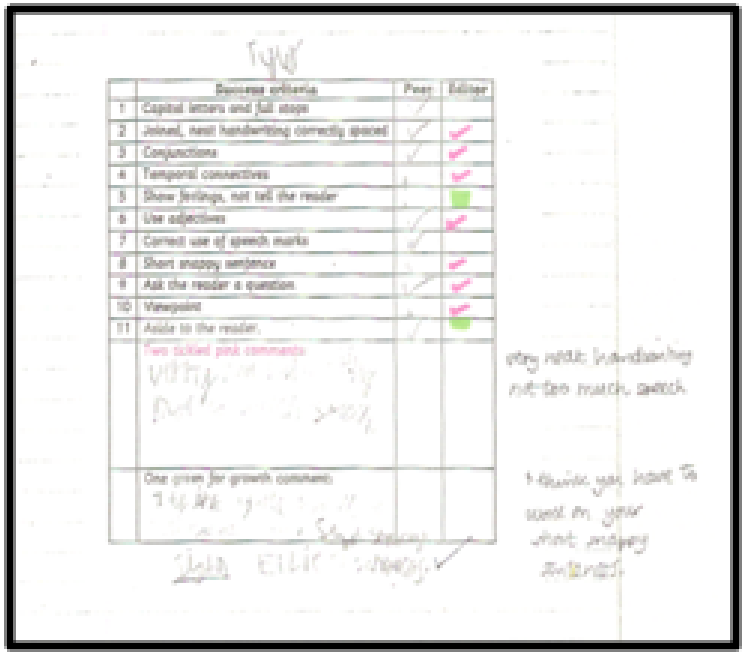
2 stars and a wish…

*

*

*

Scaffold Prompt
Provides more structure to help improve the work:
A question (Can you explain why…?)
A directive (Please check your answers by…)
An unfinished sentence (The dog was behaving …)



Marking Notes
p – punctuation
sp – spelling
// – New paragraph
3x __ – spelling correction
(add a note with the following –)
VF – verbal feedback
G – guided
I – independent

Example prompt
More supportive and structures the response
Choose one of these statements and/or then create your own:
Harold was unlucky because he had to fight another battle against the Norwegians. OR
Harold had a lot of bad luck, particularly having to fight the Norwegians so frequently.

What could feedback marking look like in mathematics...

Rewrite or remodel an example

52 – 38 =

50 – 30 = 20

8 – 2 = 6

52 – 38 = 26 Child recorded

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52 - 38 =

52 - 30 = 22

22 - 2 - 6 = 14 Corrected recording

Now you try this one...

Self-correcting

- ✓ Can you see where you have made your mistake?
- ✓ Check your *'place value in question 5'*
- ✓ I make the answer to this question ... check that I'm right
- ✓ 2 of your answers are wrong, spot which ones they are and correct them

Remember...

- ✓ *'one hundred and two is 102 not 1002'*
- ✓ *'to count on from the larger number'*

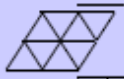
Using a symbol or code e.g.

- ☺ learning objective achieved
- ✓ correct answer
- • try this one again
- 💬 oral feedback given

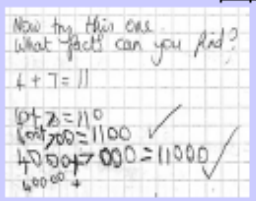
Check your schools marking policy!

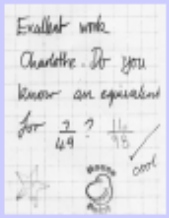
Ask a closed question...

- ✓ If you start with 93 and count back in tens, what would be the smallest number you would reach on a 1-100 grid? Would 14 be one of the numbers you say?
- ✓ Put these numbers in order:
  836, 636, 638, 388, 608.
  What would the third number be?
- ✓ Which of these numbers is closest to the answer of 342 - 119?
  200 220 230 250 300
- ✓ I buy 6 books that cost £4.99 each. How much will I pay to the nearest pound?
- ✓ There are 28 children in the class. $^3/_7$ are girls. How many girls is this?
- ✓ A film starts at 6.30 p.m and ends at 8.10 p.m. How many minutes does the film last?
- ✓ What is the difference between 1999 and 4003?
- ✓ What number is 30 less than 64?
- ✓ What is the missing digit?

  5□
  × 8
  456
- ✓ Shade $\frac{1}{2}$ of this shape 
- ✓ Fill in numbers on the 100 grid

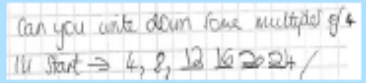
45		
		57

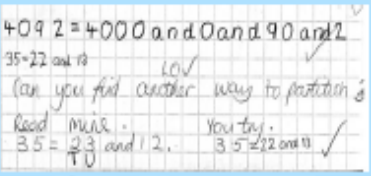




Ask an open question...

- ✓ Tell me two two-digit numbers with a difference of 12
- ✓ What even numbers lie between 10 and 20?
- ✓ Find 3 ways of completing: ...% of ... = 30
- ✓ □ × O = 20 What could the missing numbers be?
- ✓ These numbers are in order, largest to smallest 66 □ 45 □ 37 □ 33 Think of a number that could go into each of the empty boxes.
- ✓ Draw a triangle with a line of symmetry that does not have a right angle
- ✓ If 7 × 8 = 56 what is 0.07 × 8? Give some other decimal facts that are linked to this fact
- ✓ Give me 3 division questions that have a remainder of 1
- ✓ Suggest sensible units you might use to measure the height of your table
- ✓ Tell me two lengths that together make 1 metre
- ✓ Write what the missing digits could be:
  □□□ ÷ 10 = 3□





Finishing a sentence...

- ✓ 36 can be partitioned into ..... and .....
- ✓ Two numbers < 200 are ..... and .....
- ✓ All multiples of 5 end in ..... and .....
- ✓ Two fractions equivalent to a half are ..... and .....
- ✓ Capacity can be measured in ..... or .....
- ✓ Acute angles are .....
- ✓ A pencil weighs about .....
- ✓ Squares have ..... and .....
- ✓ 1.6 is between ..... and .....
- ✓ 3 of the factors of 24 are ....., ... and .....

Ask for an explanation

- ✓ Would a chocolate lover rather have $^1/_2$ or $^3/_5$ of a bar of chocolate? Explain your answer
- ✓ What tips would you give someone who is learning how to round numbers to the nearest 10 or 100?
- ✓ Explain why a number which ends in '3' cannot be a multiple of 4
- ✓ Explain why two of the three angles in my triangle can't be obtuse
- ✓ Explain why 16 is a square number
- ✓ How could you subtract 37 from 82?
- ✓ How could we test a number to see if it is divisible by 6?

Encouraging reflection

- ✓ Could there be a quicker way of doing this?
- ✓ Do you think that this would work with other numbers?
- ✓ When could you use this strategy?
- ✓ Have you thought of all the possibilities? How can you be sure?
- ✓ Why did you decide to use this method?
- ✓ Can you think of another method that might have worked?
- ✓ Why did you decide to use this method?

WHITEGROVE PRIMARY SCHOOL