
SAINT NICHOLAS SCHOOL

MARKING POLICY

Reviewed February 2016

Review Date January 2018

“The quality of marking and assessment is excellent. The teachers’ diagnostic comments on pupils’ work help them to understand how they can improve. Pupils also value the individual verbal feedback that they receive from their teachers.” – *ISI inspection 2012*

1. RATIONALE

This policy has been prepared to establish the context for the way in which teachers respond to pupils’ learning. It is intended to contribute towards the development of teaching and learning, whilst reflecting the ethos of the school and informing curriculum planning and assessment.

The school believes that the way in which pupils’ achievements are acknowledged and the nature of the feedback given to them have a direct bearing on learning attitudes and future work. Assessment and marking should provide constructive feedback to every pupil, focussing on their success and their improvement needs in relation to the learning intentions. This approach will enable pupils, through carefully thought out teacher comments, to become reflective learners and will help them to close the gap between current and desired performance.

1.1 Aims

The aims of this policy are:

- to celebrate success and recognise, encourage and reward pupils’ effort and achievement
- to involve the pupils in the learning process
- to promote a dialogue between teacher and pupil which enables appropriate feedback to be given
- to indicate how the response to a task could be improved against learning intentions
- to set future targets by identifying the next steps in learning
- to improve a pupil’s ability to review their own work
- to improve the quality of feedback to parents
- to inform curriculum planning and lesson planning
- to promote a consistent approach to feedback by all staff

1.2 Principles

Effective marking and feedback should:

- always relate to the learning intention and the success criteria;
- be positive and constructive
- involve the pupil wherever possible
- provide opportunities for the learner to improve their work
- have an impact on future teaching and learning
- be differentiated according to the learning needs of individual pupils
- take account of pupil progress over time
- support the pupils to develop any personal targets they have been set

2. GENERAL PRINCIPLES

2.1 Management of feedback and marking

It is essential that the school's scheme for assessment and marking is manageable for teachers. It is an expectation that every aspect of every piece of work produced by pupils could be assessed in full. However teachers will need to use their professional judgement to determine whether a particular piece of work will be simply acknowledged or given detailed attention.

2.2 Frequency of marking pupils' work

Work should be marked by the teacher at least fortnightly. Pupils and parents can expect to see an acknowledgement of each piece of work done and comments that will enable pupils to move forward in their own learning.

2.3 Comment only marking

Instead of awarding grades or marks, teachers should provide detailed constructive comments and set targets for improvement.

2.4 Spelling punctuation & grammar

All teachers will identify in each substantial piece of work misspellings for attention by underlining the word and writing "Sp." in the margin. These may be words in frequent use or subject specific. The correction of spelling must be appropriate to the child's level of achievement and the task set; audience and purpose may demand greater accuracy, e.g. when work is redrafted for display or publishing.

2.5 Corrections

Teachers should not write corrections on top of the child's writing, but in the margin or above the word, so that the child can see the original error as well as the correction.

2.6 Colour of pen

- Red – by teacher
- Green or pencil in lower school until the child uses a pen – by pupils with follow up comments

2.7 Peer and self marking

Saint Nicholas School values peer assessment and peer review, and believes that this is an important tool in developing pupils' learning. For this reason selected pieces of work will be peer or self-marked under staff supervision. Where peer-assessed the child should add the code PA in the margin.

The following is taken from the key indicators we use to assess teaching

Unsatisfactory	Sound	Good	Excellent
The children do not carry out peer/self-assessment	The children have some opportunities to assess their own or other's work	The children use the Learning Objective and Success Criteria to evaluate their own or other's work and learning	The children use the Learning Objective and Success Criteria to effectively assess their own or other's work, identify strengths and weaknesses and set targets

2.8 Extended pieces of work

Extended pieces of work should be levelled/graded according to the assessment policy.

3. SUCCESS CRITERIA

If learners are to take more responsibility for their own learning, then they need to know what they are going to learn, how they will recognise when they have succeeded and why they should learn it in the first place.

3.1 Strategies for using success criteria effectively

The following table outlines strategies and examples of classroom practice which develop success criteria

	Strategy	Purpose	Examples of Classroom Practice
1	Share the learning intention.	To inform pupils of the purpose and focus of their learning.	<ul style="list-style-type: none"> • write on classroom board • display in classroom • share verbally at start of lesson
2	Make the content of the learning intention clear.	To enable pupils to understand and make sense of what they are learning.	<ul style="list-style-type: none"> • use appropriate language • define key vocabulary • break down learning intention to make it clear and focussed
3	Create success criteria.	<p>To show pupils what they must do to complete the learning activity and achieve the learning intention.</p> <p>To help pupils understand the criteria teachers use to evaluate their work.</p>	<ul style="list-style-type: none"> • ask pupils ‘what will you need to do?’ • agree success criteria with pupils • break down activity into stages • provide visual display for the pupils to refer to throughout the lesson
4	Assess against success criteria.	<p>To enable teachers to match their assessment accurately to what has been learnt by the pupils.</p> <p>To ensure that pupils are clear about what they have learnt and how they can develop further in this area.</p>	<ul style="list-style-type: none"> • highlight key aspects of the work which meet the success criteria

The following is taken from the key indicators we use to assess teaching

Unsatisfactory	Sound	Good	Excellent
Success Criteria are not shared, and children are not given clear indications of what constitutes success	<p>Success Criteria have been prepared beforehand and are shared;</p> <p>Success Criteria are mentioned during lesson as a general guide.</p>	Clear Success Criteria are both planned and then developed before task commences; examples of success are shared through lesson and are used in Plenary	<p>Children are actively involved in developing effective Success Criteria before task commences;</p> <p>Success Criteria are referred to throughout whole lesson and used for group/peer/self-evaluation</p>

4. VERBAL AND WRITTEN FEEDBACK

Feedback can be verbal (this should always be indicated by using the agreed verbal feedback symbol) or written, according to the task and the ability and age of the pupil. It is most effective when it plays an integral part in the lesson and pupils are given response time to address the feedback given.

4.1 Comments

Pupils should receive a ‘what went well -WWW’ and an ‘even better if - EBI’ comment on marked work. The comment must be related to the learning objective of the lesson and/or the success criteria. – see Appendix A for examples

EBI prompts

There are three different types of EBI prompts which provide opportunities for learners to improve their work.

Reminder Prompt	To provide the most basic of instruction on how to improve a piece of work.	<p>identify how and where the work could be improved</p> <p>provide a comment as a prompt to help the pupil develop their work</p>
Example Prompt	To provide a prompt which gives the pupil specific options (most suitable for younger or below average pupils).	written or verbal suggestions giving choices, eg “au collège, je porte un pantalon gris ou un elephant gris?”
Scaffolding Prompt	To provide structured support which is specific about which area the pupil needs to improve.	verbal or written comment, eg “can you tell me two things you did last night?”

4.2 Response Time

Children need to be given regular classroom time to read any feedback and, most importantly, carry out an improvement on the piece of work. They are unlikely to be able to embed any suggestions for improvement and apply them to future work unless they are given time to respond to feedback. There should be evidence children's response in their books.

4.3 Differentiation codes

To be used by teachers and children who should enter these next to their work or task.

	Easy task
	Moderate task
	More challenging task

4.4 Marking codes

These may be used by teachers.

	Work supported by an adult
	Extension task or activity
	Learning objective achieved
	Guidance on how to improve your work
Date & Initial	When work is discussed with pupil.

5. STAFF RESPONSIBILITIES

5.1 The Head, middle leaders and SLT

- Be familiar with current national developments relating to assessment and marking and disseminate relevant information to subject teachers and other colleagues.
- Facilitate staff development opportunities to discuss assessment, recording and reporting.
- Support, monitor and evaluate assessment, recording and reporting within the school.
- Carry out regular work scrutiny and give feedback to members of staff on how they can develop the quality of their marking.
- Ensure that all staff understand and implement the marking policy so the quality of feedback that the pupils receive is consistent throughout the school.

5.2 All teachers

- Monitor and assess pupils' written work fortnightly, following up as necessary.
- Make use of formative and summative assessment results to inform future teaching and curriculum planning.
- Mark in-line with school policy and provide feedback which moves pupils on in their learning.

6. APPENDIX A

Examples of WWW/ EBI feedback comments

6.1 WWW

- Your work displays excellent knowledge of...the difference between fixed and variable cost? A sound understanding of this key area.
- Excellent use of the key concepts in this piece of work. It is clear from the content you have produced you understand these and grasp how to use them.
- Your work displays a high degree of accuracy throughout. You have obviously been paying close attention to what we have been studying
- I can see a significant development in your approach to answering 8 mark questions. You are now able to express yourself fluently in four precise paragraphs.

6.2 EBI

- You now need to work on evaluating your own work. Look at section N and think about what you need to do to improve this so that you receive maximum marks. How many reasons do you need to give?
- Now you have a good knowledge base look at the way in which you structure examination questions. Make sure you develop answers so that they include two reasons for your opinion. Have a look at your response have you said 'some people' instead of focussing on what you think?
- Ensure you show all your key working out in a clear and logical way. Look through your work and go back over your answers to ensure the working out is obvious to the examiner.
- When developing a piece of writing always aim to show an understanding of the work we have been studying. Look at the last paragraph and work out how you could make changes to support this. What is missing from your response?