

# St Oliver Plunkett Primary School



## Marking Policy

## **Purpose**

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback to ensure effective learning.

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

## **Aims**

The aims of marking children's work in St. Oliver Plunkett P.S are as follows:

1. To develop children's understanding of concepts and guide them on how to improve.
2. To celebrate success and inform the pupils about what they have done well.
3. To keep the child focused on agreed targets, encouraging self-assessment and self-correction in order to evaluate their own learning.
4. To support teachers and inform curriculum planning and target setting.

## **Quality Characteristics of Marking:**

### **Ethos is:**

- Supportive
- Positive
- Self-evaluative
- Constructive
- Interactive
- Effort and good work are rewarded and valued
- Instilling pride

## **Planning**

- WALT/Learning Outcomes and WILF/Success Criteria will be clearly stated and shared with the children, taking account of different rates and styles of learning
- Build on existing effort

## **Teaching**

- Marking will help achieve high standards of achievement
- Challenge high achieving pupils
- Support children with difficulties

## **This policy will be effective if:**

- We have an agreed consensus to marking
- Marking is constructive and provides better education for each child
- The process is interactive, self-evaluative and positive and we are all following the policy

## **Types of marking**

Marking needs to be completed regularly, kept up to date and no work should go unmarked. We have a range of marking and feedback which occurs during teaching and learning here at St. Oliver Plunkett P.S.

1. Oral Feedback
2. Marking Code
3. Self-assessment and Peer assessment
4. Assessment For Learning Marking, to include focussed marking

## **Oral Feedback**

Oral feedback is every bit as valid as written comments. When oral feedback is given to an individual child or group of

children, this should be noted in books using the abbreviation O.F and should be dated.

### **Marking Code**

This type of marking is important for recognising progress, success and completion of pupils' work. This is the time for teachers to acknowledge what the children have done well, needed support with or improvements needed to make work better etc.

### **Foundation Stage Marking**

In the foundation stage, we use '**Tickled Pink and Green for Growth**'

- Teachers use pink highlighters/pens to show where objectives are met or exceeded; green highlighters/pen to indicate where children can improve or extend their work.
- Comments at the end of work will be completed in pink and green. Pink would indicate successful aspects of a child's work and green will be next steps.
- Pink will outweigh green

Marking here should relate back to  
W.A.L.T/W.I.L.F.

### **Key Stages 1 and 2 Subject Specifications**

#### **English:**

Stories are to be individually marked by the teacher, preferably with child present. Content and presentation are to be commented on. Marking comments should relate to the specific learning intention of the lesson.

- see – spelling
- 3/4 errors per page highlighted

The teacher is to advise of one specific improvement to be made in the second draft of work.  
**Encourage children to self-correct in a range of ways and plan opportunities for peer assessment.**

A variety of AFL strategies will be utilised, to include: traffic lights, thumb tool, fist to five, 2 stars and a wish, target boards etc

### **Reading Record**

- Brief positive, constructive comment by teachers in Key Stage 2
- Daily comment with less able group
- Parents and pupils invited to comment

### Handwriting

- Grade (optional comment) and + or – for effort or marks out of 10.
- Selective correction of letter formations

### Maths:

Draw attention to the error. Show correct working out.

P3, P4 & KSII – Child to redo at least 1 of error type question.

### WAU

Comment is to be appropriate to the task. Pupils will have the opportunity to assess their own work and marking will encourage this.

### Homework

Content and presentation are commented on.

## Key Stages 1 and 2 Marking Code

G/S/T	Guided/Supported/Target Met
✓	Good /Correct/ well done/ Excellent/ Super/ Fab/ Fantastic
<div style="display: inline-block; border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">H</div> <div style="display: inline-block; border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;">h</div>	Circle to change case
<u>Nice</u>	Choose a different word
Λ	Insert letter or word
<u>see</u>	Spelling mistake
•	Incorrect numerical equation
?	Doesn't make sense
P	Missing Punctuation
ST	Substitute Teacher: add initials

### **Self-assessment and Peer-assessment**

This allows pupils to reflect on what they have learnt and how they have learnt it. A range of strategies, including traffic light system, star rating, 2 stars and a wish and target boards will be used throughout the whole school to self-assess work on a daily basis. Pupils will assess their work against their learning intention.

Traffic Light System Synopsis:

**Red** - I do not understand or I find this difficult

**Amber** - I need more practice or I can do this but I need more help to feel confident.

**Green** - I fully understand or I can understand this and this shows in my work.

Where peer-assessment is used, pupils must identify one positive area in the work they are marking and suggest one area for improvement.

One peer-assessment per 6 week planner.

### **Assessment For Learning Strategies**

Each teacher will use a variety of AFL strategies to promote learning. Strategies will include:

#### **Primary 1**

- Identify WALT/Learning Intentions
- Share and display WALT/ Learning Intentions
- Share and display WILF/Success Criteria
- Effective teacher questioning

- Individual pupil-teacher conferencing
- Group pupil-teacher conferencing
- Effective oral feedback given to pupils
- Focused teacher observations
- Evaluation of children's work
- Pupil self-assessment eg. smiley face/sad face; thumb tool
- Peer assessment
- Pupil/Peer assessments recorded on iPads for the children to watch

## **Primary 2**

- Identify WALT/Learning Intentions
- Share and display WALT/ Learning Intentions
- Share and display WILF/Success Criteria
- Effective teacher questioning
- Individual pupil-teacher conferencing
- Group pupil-teacher conferencing
- Effective oral feedback given to pupils
- Focused teacher observations
- Evaluation of children's work
- Pupil self-assessment eg. smiley face/sad face; thumb tool
- Pupil self-assessment through weekly set targets
- Peer assessment
- Pupil/Peer assessments recorded on iPads for the children to watch
- Star and a wish

## **Primary 3**

- Identify WALT/Learning Intentions
- Share and display WALT/ Learning Intentions
- Share and display WILF/Success Criteria
- Effective teacher questioning
- Individual pupil-teacher conferencing
- Group pupil-teacher conferencing
- Effective oral feedback given to pupils
- Focused teacher observations

- Evaluation of children's work
- Pupil self-assessment eg. fist to five; traffic lights
- Peer assessment
- Pupil/Peer assessments recorded on iPads for the children to watch
- 2 stars and a wish
- Review of learning intentions pages in Literacy and Numeracy books
- Pupil target setting and review of targets

#### **Primary 4**

- Identify WALT/Learning Intentions
- Share and display WALT/ Learning Intentions
- Share and display WILF/Success Criteria
- Effective teacher questioning
- Individual pupil-teacher conferencing
- Group pupil-teacher conferencing
- Effective oral feedback given to pupils
- Focused teacher observations
- Focused formative written feedback in children's books
- Pupil self-assessment eg. traffic lights
- Peer assessment
- Pupil/Peer assessments recorded on iPads for the children to watch
- 2 stars and a wish
- Review of learning intentions pages in Literacy and Numeracy books
- Pupil target setting and review of targets
- Topic tests

#### **Primary 5**

- Agree, share and display WALT/ Learning Intentions
- Agree, share and display WILF/Success Criteria
- Effective teacher questioning
- Individual pupil-teacher conferencing
- Group pupil-teacher conferencing



- Effective oral feedback given to pupils
- Focused teacher observations
- Focused formative written feedback in children's books
- Pupil self-assessment, eg. dartboard evaluation, star rating
- Written pupil self-assessment
- Written peer assessment
- Pupil/Peer assessments recorded on iPads for the children to watch
- 2 stars and a wish
- Plenary sessions
- Redrafting work as a result of teacher/peer feedback
- Review of learning intentions pages in Literacy and Numeracy books
- Pupil target setting and review of targets
- Topic tests

### **Primary 6/7**

- Agree, share and display WALT/ Learning Intentions
- Agree, share and display WILF/Success Criteria
- Effective teacher questioning
- Open ended questioning, eg. find different methods to solve the same problem
- Individual pupil-teacher conferencing
- Group pupil-teacher conferencing
- Effective oral feedback given to pupils
- Focused teacher observations
- Specific written feedback with areas for development highlighted
- Pupil target setting for lessons, eg. target boards
- Pupil self-assessment eg. dartboard evaluation, star rating
- Written pupil self-assessment
- Written peer assessment
- Pupil/Peer assessments recorded on iPads for the children to watch
- 2 stars and a wish
- Use of IWB
- Plenary sessions
- Redrafting work as a result of teacher/peer feedback
- Review of learning intentions pages in Literacy and Numeracy books
- Pupil target setting and review of targets
- Reinforcement sheets
- Progress tests
- Topic tests

### **Role of Adults**

All teachers will strive to bring the above practices to bear in all aspects of marking across the curriculum. For substitute teachers the abbreviation ST should be recorded.

### **Responsibilities**

- It is the responsibility of class teachers to ensure the policy is consistently carried out.
- It is the responsibility of all staff working with pupils to ensure the marking code is adhered to across the school.
- Co-ordinators have the responsibility for monitoring that the policy is being consistently carried out in their subject area.
- Principal and Vice-Principal have the responsibility to ensure that effective marking and feedback is monitored and evaluated as part of teaching and learning across the school.

### **Monitoring and Evaluating**

Monitoring and Evaluating of this policy will be done by: Principal, Vice-Principal and Senior Leadership Team. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.