

Marking Policy 2020-2022



Ballyhenry Primary School

"Achieving Potential in a Caring Environment."

Agree Date	Review Date	Person Responsible
2020	2022	Mrs. L Knocker
Date ratified by Board of Governors: 11-10-20		

MARKING POLICY 2020

ETHOS of BALLYHENRY PRIMARY SCHOOL

The ethos, or the distinctive character and atmosphere of Ballyhenry Primary School, should reflect how the school promotes the moral, intellectual, personal and social development of its pupils. It provides the context within which children feel secure, free from emotional and physical harm, and able to discuss their interests and voice their fears and concerns, confident that they will receive a sympathetic and supportive response. It should inform and reassure the parents that their children are being educated in a safe and caring atmosphere. How children are treated when they require support for intimate care is underpinned by the school's ethos.

Ballyhenry Primary School is a Rights Respecting School which means that everyone puts the rights of children at the heart of our school. These rights are outlined in the UN Convention on the Rights of the Child. The most relevant rights to this policy include:

Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 28

You have the right to good quality education. You should be encouraged to go to school to the highest level that you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Purpose of the Marking Policy

“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.” “In summary, we recommend that all marking should be meaningful, manageable and motivating. This must be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DFE).” Report of the Independent Teacher Workload Review Group
March 2016

The purpose of this policy is to make explicit how teachers mark children’s work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. A marking policy helps to promote consistent standards of marking and common methods from one teacher to another.

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. 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.

- Marking indicates teacher satisfaction and expectations (positive reinforcement);
- Marking indicates strengths and how the child can improve performance;
- Marking is an effective way of keeping the child focused on agreed targets and encourages self-assessment and self-correction;
- Marking demonstrates the value and respect due to children’s efforts;
- Marking provides an indication to parents about their child’s progress.

Aims of the Marking Policy

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners. Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback should be meaningful, manageable and motivating otherwise it is likely to be a burdensome task on the teaching staff with limited impact on the pupils' progress and attainments.

Therefore, we believe effective marking and feedback should aim to:

- Inform the pupil what they have done well and what they need to do to improve;
- Support pupil confidence and self-esteem in learning, and contributes to accelerated learning;
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning;
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

At Ballyhenry Primary School marking will take on several forms:

Formative: so that the positive achievements of pupils will be recognised.

Diagnostic: so that the strengths and weaknesses of pupils may be recognised.

Summative: so that the overall achievements of pupils may be recorded in a systematic way.

Evaluative: so that the information gained about pupils' achievements may be used by teachers to make curriculum planning and resource decisions.

Assessment for Learning

The Five Key Actions of Assessment for Learning according to the Northern Ireland Revised Curriculum are as follows:

1. Sharing Learning Intentions

Agreed learning intentions give students a deeper understanding and ownership of their own learning process. This brings increased motivation and the desire to stay on task for a longer period of time.

2. Sharing and Negotiating Success Criteria

Created by pupils or in conjunction with teachers, clear success criteria aid self assessment and helps identify the steps needed to complete a task.

3. Feedback

This is essential for effective learning and teaching. Strategies such as '2 stars and a wish', comment-only marking or providing prompts for improvement, can help plan the next steps in learning.

4. Effective Questioning

Using more open-ended questions, giving more thinking time, using pair share and so on can help pupils feel more confident to put forward new ideas, think out loud, explain their reasons and explore their understanding.

5. How Pupils Reflect on their Learning

(Peer and Self-Assessment and Self-Evaluation)

Allows pupils to reflect on what they have learnt and how they have learnt it. Using strategies such as traffic lights, thumbs up or useful thinking prompts can encourage pupil self-evaluation.

Implementation: Whole School Beliefs about Marking

With these five points in mind, we at Ballyhenry Primary have agreed upon the following approaches towards marking.

- Marking needs to be completed regularly, kept up-to-date, and promptly returned to pupils.
- Pupils need to understand marking systems, both the criteria for marking as well as the comments awarded.
- Marking should include comments, not just ticks. The comments should not be too cursory. They need to be encouraging, but not merely congratulatory. It is particularly important that the comments tell pupils how to improve their work.
- At Ballyhenry Primary School we do this in the form of the Star and Wish system. Not every piece of work needs to be marked in this manner but forms the bedrock
- Whenever possible, marking should relate to the learning intention of the lesson (W.A.L.T.) or the success criteria set (W.I.L.F.)
- Marking may include the teacher awarding points. This system can be a considerable incentive for pupils to do well.
- The amount of marking should be manageable for teachers. We are aiming for quality not quantity.
- We should reward the efforts of our pupils with stickers and stamps.

Key Stage Approaches

The following guidelines are minimum requirements as staff set a high standard for marking.

LITERACY

Foundation Stage

- Mark all work should be dated and a traffic light system when possible/appropriate.
- One group per day should have a detailed comment. It is the teacher's choice which group to mark. Ensure each group is addressed once per week.
- Assistants can support teachers with marking
- When oral feedback is given, the letters O.F.
- All comments are to be printed (not cursive writing.)

Key Stages 1 and 2

- Use the star and wish system when appropriate and especially on writing tasks.. The comments should be detailed and (as much as possible) be related to the WALT and/or WILT
- During Writing tasks a highlighter pen should be used to highlight the good words/ phrases used which relate the Learning Intentions and Success Criteria.
- All other work should be clearly and completely marked.
- Comments should be written clearly. All teachers should use legible writing.
- Ensure the draft and final piece of writing in the writing focus is marked with detailed "two stars and a wish" . The final piece must be punctuated properly and have correct spelling and grammar. The children will have a separate book for their writing focus. It should development of writing work should be clear.

N.B.

'Well done', 'Very good', 'Excellent', 'V.G.', 'Good Boy', etc. on their own, are not considered constructive feedback. The questions should be asked very good what? Excellent what? Use the pupil's name and state how their work reflects their learning.

These types of comments need to be extended, whether or not they are part of the star and wand or traffic light system. For example, if a child has completed an exercise in persuasive writing; 'Very good use of adjectives in your argument' would be a more constructive use of the term.

On other occasions 'Excellent punctuation' or 'Well done, you achieved your WALT' or 'Very good interpretation of the story' would be considered more effective.

Note On: Secretarial Features

Spelling, punctuation and grammar should not be marked in every piece of writing. Children cannot effectively focus on too many things in any one piece of work. However, appropriate elements and those which have been taught should be highlighted; for example, if the children have been focusing on verbs in the past tense in a recent lesson and a mistake is made in independent writing, then this should be pointed out to the child. Misspelled high frequency words and copying errors should also be highlighted.

NUMERACY

Foundation Stage

- All work should be positively marked for encouragement and improvement.
- Teachers should use the traffic light system of marking when appropriate. A green dot symbolises that they have completed the work successfully. An orange or red dot must be followed up with a comment.
- When oral feedback is given, the letters O.F.
- Children will self/peer evaluate their work at least once per monthly planner. Teacher will annotate children's comments.

Key Stages 1 and 2

- All work should be positively marked for encouragement and improvement.
- Teachers should provide constructive written feedback, highlighting the positive and an area for development. This may be used in the form of The Star and Wand. The comments should be detailed and (as much as possible) be related to the WALT and/or S.C. The star and wand comments can relate to any of the work since the previous star and wish.
- There should be regular self-assessment and peer evaluation in every child's book

OTHER AREAS

Foundation

- Classes produce a scrap book of evidence at the end of a topic. This does not need to be marked.
- Individual work must be positively marked for encouragement and improvement.
- When oral feedback is given, the letters O.F. and the date should be written.
- Teachers should provide constructive written feedback, highlighting the positive and an area for development. This may be used in the form of The Star and Wand. The comments should be detailed and (as much as possible) be related to the WALT and/or S.C. The star and wand comments can relate to any of the work since the previous star and wish.

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Self and Peer Assessment

All teachers use self and peer assessment across the curriculum areas. The children are able to assess their work by compiling a list of success criteria at the beginning of the lesson with the teacher and checking their work against these criterion when they have finished. This will be done in the form of W.I.L.F. (What I'm looking for) Children should have the opportunity to carry out this form of assessment in all subjects.

Teachers may also decide adopt the traffic light system to help the children self evaluate their work. They may indicate their level of confidence in a topic by using an appropriately coloured dot. This works particularly well with the less able children.

Opportunities for peer and self assessments should be recorded on planners.

Should Spelling, Grammar and Punctuation be corrected in all Subjects?

Spelling, grammar and punctuation will not be corrected in all work if we are marking towards the learning intention for the lesson. Correcting every error would be extremely time consuming. However, if a child has consistently spelt an important key word incorrectly, it should be corrected e.g. when studying the topic of electricity in WAU lessons, children would be expected to spell the technical vocabulary correctly (conductor, insulator, current etc.) In literacy it would be likely that the spelling, grammar and punctuation would be touched upon in the "wand" and also in the final piece of writing of the writing focus.

How will marking in the school be monitored?

Marking will be monitored through Book Looks carried out by the Principal and subject Leaders. The dates for these Book Looks will be agreed once per term or as required by the Principal. Teachers have agreed the Quality Indicators for Literacy and Numeracy Book Looks.

Other Points!

It is not acceptable to mark any piece of work with a felt tip pen, this is disrespectful to the efforts of our pupils. In general, teachers should mark with a red pen in legible, exemplary handwriting.



Literacy Book Look Quality Indicators

Rationale: The purpose of our Quality Indicators is to let staff and children know what we are looking for when we conduct a "Book Look."

1. Each piece of work has a Date and Title.
2. The Learning Intentions for the lesson(s) are visible. (These should link to the ½ Term Planner).
3. The children take pride in the presentation of their work and increasingly produce
4. A breadth of Writing activities are evident which cover all required Genres and Forms.
5. Opportunities are provided for children to plan and edit their Writing, this is evidenced by activities in books.
6. Differentiation is evident when comparing and contrasting Books within the class eg the needs of children on an IEP or statement are taken into account.
7. Work is marked with encouraging comments which not only offers praise but prompts and scaffolding comments.
8. There is evidence that children act upon the written comments or feedback from the teacher.
9. Rewards such as Stickers or Stamps are used.
10. With increasing confidence & depth children are given the opportunities to apply self assessment.
11. High expectations for all pupils at different levels are evident.
12. All children make good progress.



Numeracy Book Look
Quality Indicators

Rationale: The purpose of our Quality Indicators is to let staff and children know what we are looking for when we conduct a "Book Look."

Each piece of work has a Date and Title.

1. The Learning Intentions for the lesson(s) are visible. (These should link to the ½ Term Planner).
2. The children take pride in the presentation of their work.
3. A breadth of activities are evident which cover all areas of Numeracy ie not an over reliance on Number work.
4. Differentiation is evident when comparing and contrasting Books within the class eg the needs of children on an IEP or statement are taken into account.
5. Work is marked with encouraging comments which not only offers praise but prompts and scaffolding comments.
6. There is evidence that children act upon the written comments or feedback from the teacher.
7. Rewards such as Stickers or Stamps are used.
8. Where appropriate eg Mathematical Problem Solving children reflect and comment on what they are learning.
9. With increasing confidence & depth children are given the opportunities to apply self assessment.
10. High expectations for all pupils at different levels are evident.
11. All children make good progress.