Lordswood School
Marking Policy

Reviewed: Annually

Last Reviewed: **January 2018**

Marking Policy

Introduction

At Lordswood School, we believe that feedback and marking should provide constructive feedback to every pupil, focusing on success and improvement requirements against learning objectives, enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. The children will feel that any activities carried out and their efforts will be encouraged, acknowledged and reviewed. They will know what they need to do next time to improve. This is established by supportive comments and where necessary, modelling.

Evaluation

Each individual child's performance will be assessed using the following assessment procedures:

- Ongoing daily assessment.
- Anecdotal record keeping.
- Child/teacher conferencing.
- Evidence collection in learning journals.
- Recording of attainment in Foundation Stage Profile and the National Curriculum expectations for KS1 & KS2, electronically.
- Pupil tracking within Target Tracker.
- Internal agreement trialling of the core subjects regularly throughout the year.
- Internal and external work scrutiny on a regular basis.
- Analysis of data.
- Setting of school targets which are realistic, with an element of challenge to the school's 100% mindset, that every child can achieve.
- Provide photographic evidence of performance. Use of Twitter.
- Pupil Progress meetings termly and ongoing discussions within phases, reviewing progress and impact of interventions.

Marking and Feedback

- This should be manageable for teachers with at least 3 pieces of maths/English work marked per week.
- This should be completed, wherever possible, with the pupils in the classroom, involving all adults.
- Maths and writing targets should be addressed/updated weekly during the marking process (in front of child's book).
- Recognise attainment from the pupil's personal starting point.
- Inform future planning and both individual and group target setting.
- Be accessible to pupils.
- Use consistent codes throughout the school.

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- Be considered by the pupils as positive and improving their learning.
- If there is a feature pertinent to an individuals' target this can also be acknowledged or be used as an area for development.
- It may be more appropriate to use verbal feedback and recorded (VF).
- Give recognition and appropriate acknowledgement for achievement using black ink. This will relate to the learning objective.
- Key areas of success will be signposted using green highlighter.
- An area for development will also be given using black ink and signposted in the piece using a pink highlighter.
- Marking will be responded to, the next day, as an acknowledgment of its importance.
- A SPaG element might be addressed linked to targets e.g. the spelling of key words which should be corrected by the child.

Types of feedback

Acknowledgement Marking
- Acknowledgement marking is shown by the teacher adding a tick and the teacher's initials.

Quality Feedback Marking
- This will be linked to the learning objective (LO) and success criteria/Steps to Success.
- It provides the child with guidance on the next steps for improvement.
- It will prompt the child to make an improvement to their work.
- It will engage the teacher and child in dialogue about learning.
- The comments should relate to individual or group targets, if appropriate.
- Children are given time to read the teacher's comment. This time is valued as an important step in the learning process and time to respond is built into teachers' weekly planning.
- Teachers ensure pupils can read and understand the comments. KS2 mentors may help younger children.

Next Step marking

Reminder prompts
Reminds the child of the success criteria and what could be improved e.g.
- What else could you say here? Explain this for me…
- Why do you think…?
- Could you show another method for solving Question 3?

Modelled prompts
Model what the child needs to do e.g.
- What was the dog's tail doing?
- Can you tell me two things you know about even numbers?
- Is this shape a hexagon? How do you know?

Scaffolded prompts
Start an example and pupil to complete- e.g.
- Complete the number pattern: 1, 3, 5, ….?

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- Can you order these numbers in a different way?

Challenge prompts
Extends and challenges a child's learning e.g.
- Larger numbers or different context
- Can you choose a better word instead of nice?
- A calculation can become money or measurement problem
- Open ended question e.g. True or false? Prove it, are you sure?

Pupil Involvement

Editing and Improvement

- At all times, from Year 2, children should be encouraged to edit and improve their own work.
- They should be given time, at the end or during the lesson, to make changes and additions that improve the quality and flow of their writing.
- Provide regular opportunities for a complete 2nd draft where necessary.
- In FSU and KS1 verbal prompts are given to children at the time of writing with the expectations that an improvement is seen in their work.
- Oral feedback to pupils, indicated by VF – Verbal Feedback.
- First drafts will only be edited by pupil.
- Second draft will be quality marked and may be displayed in class as 'Wow' work.

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