
Brigstock Latham's

Church of England Primary School

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OUR VISION:

We aim to be a nurturing, creative school at the heart of our community, where all are enabled to achieve their best. We celebrate our differences, we value each individual and we encourage kindness and respect from all. Our Christian values underpin all our learning, and the depth and breadth of our curriculum enriches our children and enables them to embrace 'Life in all its Fullness'.



Marking policy



Brigstock Latham's CE Primary School, Latham Street, Brigstock, Kettering, Northants NN14 3HD
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Introduction

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback at Brigstock Primary School.

Rationale

Brigstock Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking serves the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. We want our children to see mistakes as learning opportunities.

At Brigstock Primary School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Use feedback to introduce next steps in learning.
- Develop children's self-esteem through valuing their achievements.
- Create a dialogue which will aid progression.
- Challenge the children to deepen their understanding through the marking process.
- Develop children's resilience, so that they see mistakes as learning opportunities.

Where mistakes have been made, they should be corrected so that the original error can be seen- and errors should NOT be rubbed out by the children. Teachers will use mistakes to identify learning opportunities for the children.

Where the children have clearly understood a concept, they will be challenged to deepen their understanding through phrases such as...

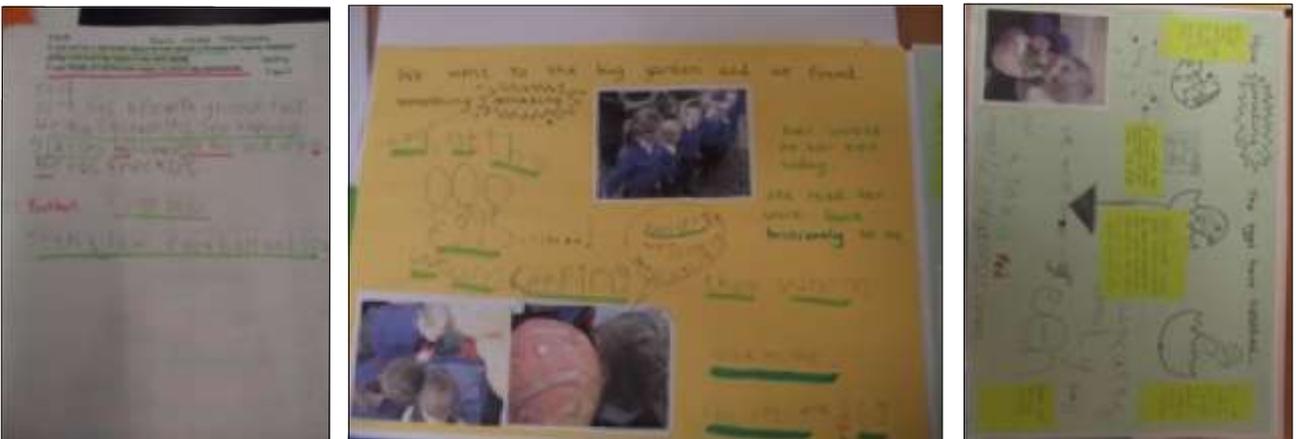
'If you can do this...can you do this...?'

We identify challenge through the use of orange highlighters or comments- **ORANGE FOR OPPORTUNITY**; that is, the opportunity to move your learning forward and show deeper understanding.

Principles of effective learning

Effective marking should:

- Be manageable for staff
 - Be positive, motivating and constructive for children
 - Be at the child's level of comprehension
 - Not penalise children's attempts to expand their vocabulary
 - Be written in handwriting that is legible and a model for the child
 - Be frequent and regular, with daily marking of Literacy and Numeracy, and detailed end-of-unit marking for other subjects.
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- Allow specific time for the children to read, reflect and respond to marking
 - Involve all adults working with children in the classroom
 - Give children opportunities to become aware of and reflect on their learning needs
 - Give recognition and appropriate praise for achievement
 - Give clear strategies for improvement
 - Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
 - Provide information for the teacher on the success of the teaching
 - Relate to the learning objective/success criteria of the work set.
 - Be consistently followed by teachers and TAs across the school.
 - Use the agreed marking system
 - Positively affect the child's progress.



Procedures

- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective and success criteria. Refer to these when giving written and verbal feedback.
- Link marking to targets: individual Special Educational Needs and Disabilities – (SEND) groups, layered targets, etc. as appropriate.

- Acknowledge verbal comments
- Give positive public feedback for high achievement, as an illustration of completion of the learning objective and success criteria.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.
- Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.

Effective marking and feedback strategies

The following strategies can be used to mark, assess and provide feedback.

1. Verbal Feedback

This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children.

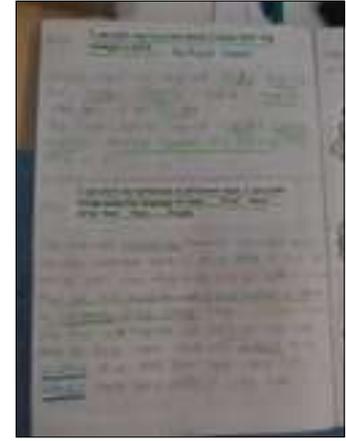
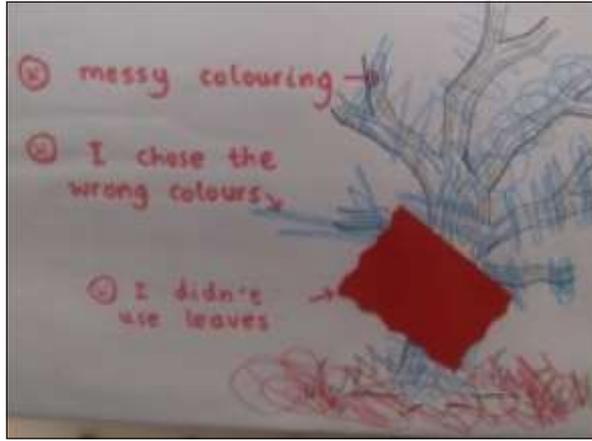
A discussion should be accompanied by an appropriate comment in the child's book to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done.

A VF symbol should be used to acknowledge verbal feedback has been given.

A VE symbol should be used if the child has given a verbal explanation of their reasoning or understanding.

2. Success Criteria Checklists

Success Criteria checklists can be used in all subjects and may include columns for self/ peer assessment and teacher assessment. These should be differentiated where appropriate. Samples of children's work can then be marked under the visualiser, against the success criteria. Refer to the section at the end of this policy for some examples of success criteria, both written and visual.

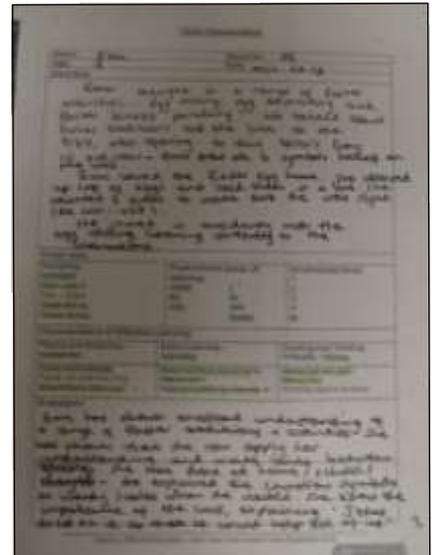


3. Teacher Comments

Teacher comments should provide personalised feedback for individuals, and should relate to

- The learning objective for that activity
- Individual progress and expectation

When the teacher has worked closely with a group, the teacher will identify this IN PINK as FG- Focus Group, with Teacher or TA. In these cases, the written feedback may not be so extensive, as verbal feedback will have been given. It is still expected that the lesson objective will have been highlighted.



Comments should be written in colours that reflect how well each individual has performed:

GREEN- 'Green for Good'

Comments written in green show that the child has achieved well against the lesson objective/ individual targets.

BLUE- 'Blue for Brilliant'

Comments in blue indicate areas where a child has exceeded expectations.

PINK- 'Pink for Think'

Comments written in pink indicate areas that a child needs to think about improving, and older children will be expected to respond to these comments.

Work in books will also be highlighted using the colour system above. This provides children with specific examples of where their work has been good, brilliant... and where they need to make some improvements.

ORANGE FOR OPPORTUNITY

Children will be challenged through the orange marking to take their learning forward.

Examples of work provide specific examples of expectations at each Key Stage.



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