



# St. Peter's C.E. Junior School

Stilwell Close, Yateley, Hampshire GU46 6XH.

<i>Policy Number: C/10/Mar08</i>	<i>Date Agreed: 6<sup>th</sup> March 2008</i>
<i>Policy Title:</i>	<i>Authorised By:</i>
<b>MARKING FOR IMPROVEMENT POLICY</b>	<u>G.Weeks</u>
<i>Area: Curriculum</i>	<i>Due for Review: March 2010</i>

**Note:** This policy should be read in conjunction with the school's Teaching and Learning Policy.

## Rationale

In order that there is maximum impact on even and sustained pupil progress, whilst being manageable for the teachers, a consistent approach is necessary.

Marking feedback forms an essential part of children's learning. It is specifically for the child's benefit and is provided to help them move on in their understanding. It is a key aspect of the assessment for learning (AfL) process for both the child and the teacher; it helps them both to identify successes and to plan the next steps in the learning.

In order for this feedback to support pupils' progress most effectively the children need to be clear about which aspects of the work will be assessed through the marking (the lesson objectives) and what the expected outcomes are (the success criteria)

All members of staff are expected to be familiar with this policy and to apply it consistently.

## Aim

The primary aim of this policy is to establish a consistent approach to the way that children's work is marked; so that through their response to the teachers' comments all pupils know how to improve their performance.

## Success Criteria

We will know our policy is working if:

- ❖ there is evidence that work is being marked for improvement regularly
- ❖ marking informs planning, even if that is mid-way through a particular unit.
- ❖ pupils acknowledge targets or next steps and work towards achieving them
- ❖ more pupils make our expected rate of progress during their time at the school

## Marking Expectations

- ✓ The learning objectives and steps to success will be communicated to the children for all lessons; this will include reference to the aspects that will be responded to in the marking. For example, in addition to marking text for the taught features of a non-chronological report, you may in addition be marking it with the previously taught complex sentences in mind; the children will benefit from being told this.
- ✓ Marking feedback will reflect the intentions of the lesson in a way that identifies success and guides the child to the next steps for their progress; 'three stars and a wish' is a useful tool here, for example, the teacher finds the best three places in the child's work that link with the success criteria, then highlights, circles or underlines these (this avoids having to write things that might be inaccessible to the child). Conversely, an arrow can be used to indicate where, on the work, improvements can be made (again, avoiding text)
- ✓ The teacher might also write down or ask for an improvement suggestion to help the child know how to make the specific improvement. There are 3 possible strategies here.
  1. reminder - reminding the child of the success criteria
  2. scaffold - modelling what the child needs to do to clarify the success criteria
  3. example - providing examples that demonstrate progression.
- ✓ Teachers will give children time to rehearse and practise learning and to improve their work in response to feedback; this will be **identified in the teacher's planning**. The typical total maximum time needed for this is about 10 minutes. Some children may need an additional adult to read and help them understand the improvement suggestion). Teachers will therefore need to ensure that marking comments are responded to by the children and that identified improvements are achieved.
- ✓ Teachers will provide marking feedback in a timely way; marking should provide both the basis for pupils' reflection on their progress in one lesson and inform the teacher's planning for the next lesson. Some marking may provide pupils with information about what will come next in the learning sequence
- ✓ Marking comments will raise and not damage pupils' self-esteem; in fact they will encourage the risk-taking and experimental aspects of learning.
- ✓ All written feedback will model the presentation standards we expect from the children; adults' written feedback will be clear, legible, well presented and will be in language which is pertinent to that child
- ✓ Children will be guided in how to develop their ability to self and peer assess; this will be reinforced through teacher modelling and regular opportunities to practise.

- ✓ Where verbal feedback is used a V will be recorded on the work. Following this there must be some written response from the child to show how they are acting upon the teacher's feedback.
- ✓ Each half-term there will be at least one 'marking review' in English, Maths and Science where the children will review the marking comments in their books and identify targets which will be recorded in their Personal Planner
- ✓ During marking examples of excellence in the children's work will be identified, celebrated and selected as exemplification for others in future lessons
- ✓ When focussing upon punctuation, spelling, sentence structure or grammar, the following codes will be used.

**Punctuation** - a capital 'P' will be written in the margin on the line where the error was made / the punctuation error will be circled

**Spelling** - 'Sp' will be written in the margin on the line where the error was made / the erroneous word will be underlined (wriggly line). Words highlighted by the teacher might follow a particular spelling pattern that has been / is being taught or be linked to the topic being studied. The pupils should be given time to find and learn these words for partner assessment.

**Sentence construction** - if the teacher needs to highlight a particular sentence, the sentence should be bracketed and a number inserted within the bracket. This number will then be written at the bottom of the page, so the pupil knows to what it refers to.

All the above three criteria have two formats - one for more independent pupils and one for less. The class teacher will use their professional judgement as to which one they use for each pupil.

- ✓ Within the remit of this policy teachers will develop their practice to reflect the individual character that is unique to each class
- ✓ Marking feedback will provide an on-going record of pupil progress in each aspect of their learning; progress over time will be evident from this record

### **Monitoring**

The Headteacher and Deputy will identify 2 occasions each term when they will scrutinise books for consistency and impact of marking comments; specific findings will be fed back each teacher.

Subject Leaders will audit the marking and assessment of their subject once per term. They will ensure that the key objectives in the planning are reflected in the formative feedback given to pupils.

The Headteacher and Deputy will evaluate the overall effectiveness of this policy at least once per year and report these findings to the Curriculum Committee of the governing body.

**Policy agreed by staff on Tuesday March 5<sup>th</sup> 2008**