

# Bromley Hills Primary School

## Marking Policy

### Article 29

*Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Draft Document:	October 2015
Draft Document to staff:	14.10.15
Draft Document to Governors:	14.10.15
Policy adopted by Governors:	14.10.15
Review 1:	07.09.16
Review 2:	01.09.17
Review 3:	





## **POLICY FOR MARKING**

Marking is seen as an integral part of the assessment process. It should aim to improve understanding and learning for each child as well as recognise significant progress or achievement evident within a piece of work.

Marking allows the staff to gauge understanding of learning within a subject and is therefore an important evaluation tool, guiding future planning. The children are also an important part of the marking process, increasingly being given the opportunity to review their own work as well as that of their peers. If the criteria set for a piece of work are measurable it will make it easier for both staff and pupils to comment on the positive aspects of the work and, where appropriate, to set a target.

### **Purposes of Marking and Feedback**

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

Marking and Feedback should:-

- Relate to learning intentions which are shared with children
- Give clear strategies for improvement
- Allow time for children to read, reflect and respond to marking
- To allow for self assessment where the child can celebrate their achievements and recognise their areas to develop thus raising self esteem
- To inform the teacher of a child's progress and needs for future planning
- Respond to individual learning needs, marking face-to-face
- Use consistent marking strategies throughout the school

It is important to indicate that work has been seen and acknowledged, and that each child's work is valued by the staff.





## Marking Strategies

The nature of written comments varies according to age and the child's stage of development. In general, marking should include child friendly comments and give praise and encouragement. Targets should be developmental and advice clear and constructive on how to improve the quality of each child's work.

- I. **Summative feedback/marking** – ticks and crosses associated with closed tasks or exercises. Where possible children should self mark or the work marked as a class or in groups.
- II. **Formative feedback/marking** – with oral feedback, in the course of a lesson, comments to children should focus firstly on issues about the learning intention and secondly, and as an aside, on other features.
- III. **Quality marking** – not all pieces of work can be 'quality marked' all the time, therefore teachers can choose 6 pupils per day, where the work will be given detailed attention. Or, they can choose to do the whole class on one particular day. Marking will focus first and foremost on the learning objective of the task and then on improvement needs against the WAGBA/WILF.
- IV. **'Next Steps' marking** – highlighting places where the child has written the best aspects against the WILF, and highlighting another colour in places where improvements can be made. After highlighting places where improvements can be made, teachers should then provide a prompt to show how improvements can be made/what must be completed. Every child **MUST** be given time to respond.
- V. **Self-assessment** – children will self evaluate wherever possible and will be able to identify their successes and improvement points. The plenary or opening of following lesson can be used to discuss and analyse the learning.
- VI. **Shared marking** – modelling children's work using the class visualiser, especially 2 pieces of levelled work and discussing differences.
- VII. **Paired assessment** – Children assess by giving AO, WT or NU and give a positive comment plus a target.





## Setting the WAGBA/WILF

As a part of lesson planning teachers should decide and then make explicit the criteria for success. The criteria should take into account the learning objectives and the reason for the child undertaking the task.

At Bromley Hills we communicate to the pupil via '**WAGBA**' (we are getting better at) and '**WILF**' (what I'm looking for).

Wherever possible, children should be fully involved in the process of setting the lesson objectives.

Criteria for setting the Learning Intention:

- I. The criteria should be realistic but challenging;
- II. At least one aspect of the criteria should be achievable by every child with the exception of SEN children who will be working within their support plans;
- III. Children should be given differentiated WILFs according to their targets;
- IV. The purpose of the lesson may not always be related to academic targets; they may also cover social skills such as asking questions within a group context.

## Marking to Criteria

The marking should be specific to the criteria set. Each subject area should set a WILF.

Important points to consider:

- I. Marking should be positive and instructive. Criteria not met should become targets to be met;
- II. Significant written comments made by the teacher should be clearly displayed, be legible and in an appropriate language to enable the learner to understand and react to what is required next;
- III. Time should be given to read comments and act accordingly.

## Frequency of Marking

Work should be returned to the child as soon as practicable. Work in books should be marked appropriately before the child commences the next piece of written work, allowing time at the start of a lesson for children to reflect on work produced.







## **Symbols**

Children's work should be marked using the symbols included in this document. These symbols have been chosen in order to be relevant to children, and because they are easy to administer and reproduce. These symbols will become recognisable to the children as they progress through the school. Symbols will become synonymous with quality work. These symbols should be on display in the classroom as a reference point for teachers, support staff, supply staff and children.

## **House Points**

House points given by the teacher should be for effort, quality and individual achievement related to the set criteria. House points should be awarded for the quality or effort put into a task reflecting upon the type of work the child usually produces.

## **Stamps and Stickers**

As an addition to the marking policy teachers can give stickers and use stamps. These are a great motivational extra and should reflect quality or effort. They should reinforce the marking policy. The administration of stamps and stickers should be at the discretion of the teacher setting the task. They should not be used instead of symbols contained within this document. Usually the sticker will state the reason for being give – 'super work' etc. Stamps are used across school to specifically signify 'Reasoning' and 'Problem Solving' in Maths Skills books, 'Inference' in Reading Skills books and 'Independent Work' across the curriculum.

## **Pen Colour**

When marking work it should be done in any colour other than red. When using the 'Next Steps Marking' strategy pink and yellow highlighter pens are used so that children recognise what are the best aspects of their work, and what could be done to improve the quality of their work.

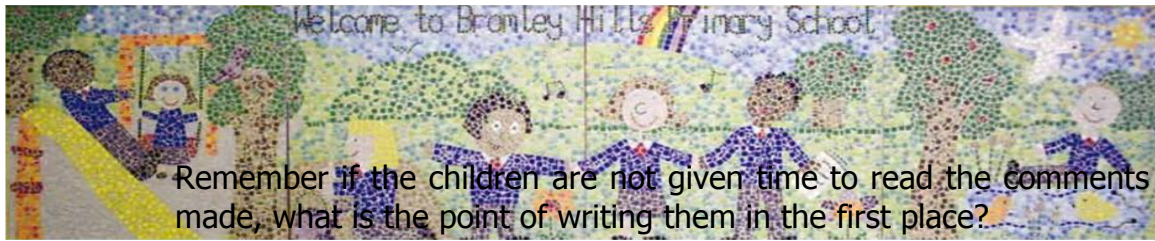
## **Marking by adults other than the Class Teacher**

Where adults other than the class teacher mark work they should initial this so as to take ownership of the marking. The class teacher may also do this in circumstances where it is appropriate.

## **Time**

Whenever possible time should be given at the start of a lesson to allow the children to time to read comments and undertake corrections. Children should be given the opportunity to address aspects of their work in order to improve the quality. Staff should encourage children to query comments they cannot read or understand.





If you write 'finish or complete this task', make sure time is provided to do so. Unless the child has been working too slowly at their level of achievement this time should be provided within the curriculum not the child's play or lunchtime. Time might also be provided for children to respond verbally or in writing to comments made. This could relate to target setting procedures.

### **Parties Affected by the Marking Policy**

Parents need to be made aware:

1. Of how school assessment practices and marking help develop their children;
2. That marking practices may be different from those they are used to;
3. Of the nature of the marking criteria and that work is being marked against it, which may mean certain aspects not being commented upon. E.g. spelling, handwriting, punctuation, presentation or repeated errors;
4. Of the difference between the drafting stage and the final product and how this affects the type and level of marking;
5. That marking is to facilitate children's learning by highlighting what they know and what they can do. Then setting targets to rectify misconceptions and build upon strengths;
6. They can take an active role in helping children to achieve identified targets as discussed in termly parent consultations.

Pupils need to be aware in detailed marking:

1. If the teacher feels that the lesson targets have not been met they will explain why;
2. Sometimes they will write a comment or use a symbol instead of a tick. The comments have been written to help you improve your work. Please read them;
3. The use of highlighter pen identifies areas to be developed in order to help you improve your work;





5. Peer marking must always be sensitive, constructive and appropriate.

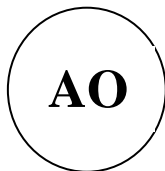
## The use of Symbols

### Excellent



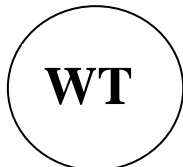
Means that you have done an outstanding piece of work and the teacher is very pleased. Worthy of a house point or a sticker.

### Good



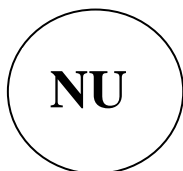
Means that you achieved the objective of the lesson.

### Working Towards



The target has not been achieved yet, but progress has been made. Read how the work could have been made better.

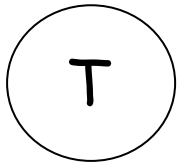
### Not Understood



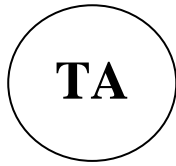
The target has not been met.

### Next Step





Worked with teacher.



Worked with TA.



Worked independently

## Symbols for Written Work

**Sp** Where Sp has been written in the margin, there is a word on that line that is spelt incorrectly. The word will be underlined. It is recommended that two spellings that the child should know are identified in extended writing and given as corrections to be written out under piece of writing.

**?** This does not make sense. A wiggly line may show which area is incorrect.

**//** New paragraph needed

**^** A word is missing from the sentence.

You have written the best aspects against the learning intention

You could improve the quality of your work against the learning intention

## Highlighters may be used by children in peer marking / when looking for the WILF

For each piece of extended writing, and whenever appropriate in maths, each child should be given a target – eg. *Write in the past tense throughout your story*, which relates to the criteria for success (**WILF**).

A significant contribution to marking in Foundation Stage and Early Years is made by and recorded through adult observations which can be shared orally and act as the child's next individualised learning step.

This is whole school guidance to recognise consistency across the school. However, each piece of work and each child is unique which will be reflected in the marking method used.

