



MARKING AND RESPONSE POLICY



Date: October 2021

Policy Review Cycle: Every 2 years

Review Assigned to: Kirklevington Local Governing Body

Marking and Response Policy

Kirklevington Primary School is a Rights Respecting School and this policy is underpinned by our continued work and commitment to UNICEF and the UN Convention of Rights of the Child.

This policy links directly to the following articles of the UN Convention of the Rights of the child.

Children's rights and responsibilities:

Article 28 (Right to education) Every child has the right to an education.

Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (Goals of education) 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 their parents, their own and other cultures, and the environment.

At Kirklevington Primary School, we believe that marking is an essential part of planning, assessment, teaching and learning. Through careful marking, we are able to assess what children have learnt, how they have learnt and what their strengths and weaknesses are. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Effective marking should:

- Be 'meaningful, manageable and motivating'
- Not cause excessive workload for teachers and staff
- Give feedback to children, inform them of their achievements and the next steps in their learning
- Show work is valued
- Demonstrate appreciation of children's effort
- Inform future planning and learning
- Evaluate and assess children's learning
- Be promptly given
- Be constructive and sensitive, with adults considering the emotional impact

Marking Procedures:

- Green pens are used for marking
- As far as possible, marking will be done when a piece of work is completed
- Work should be marked in relation to shared learning objectives and the child's attainments
- As far as possible, time will be spent with the child to ensure they understand the comments and the targets set
- Teachers writing should be neat and legible

Children will:

- Evaluate their own work upon completion and any previously set targets in their books
- Edit their work using a purple pen
- Be encouraged to reflect after marking and take the opportunity to correct and practice targets given
- When able, support peers to evaluate their work through peer assessment
- Be rewarded for success and effort in line with the school's system of rewards

Quality Marking of Written Work:

- Teachers are expected to Quality Mark three pieces of written work, per half term
- This marking will focus on what the children are learning and the next step to improve
- Marking may provide an example of how to improve a specific focus or model an improvement for a child to refer to
- Quality Marking will highlight: two positives (2 stars) and a target to improve (a wish)
- Time will be given to children to respond to marking
- This marking will be read by children/adults and responded to by the children
- In addition to this, adults will discuss written feedback as and when appropriate
- Quality Marking may be appropriate in any curriculum subject

Marking in Maths:

- Children's work in Maths should be marked promptly, in order to provide appropriate work in the following session. Children, where able, should be involved in the marking of their work, in addition to teacher's marking.
- Maths and other closed tasks should be marked with a tick or a 'dot' for correction, which is placed next to incorrect answers.
- Children correct their work in a different colour.

Verbal Feedback:

- Is the most regular and interactive form of feedback
- Is constructive and informative about the next steps in learning
- Can be direct (targeted at individuals) or indirect (delivered to the whole class)
- Emphasises the learner's progress and achievement rather than failure
- Informs assessment and future planning

Indirect Verbal Feedback:

- Staff may feedback to children as a whole class or group. This is particularly useful where there are similar next steps in learning. This can then reduce written marking.
- Teachers should ensure they provide children with the opportunity to edit, redraft or correct their work based on this feedback, which should then demonstrate progress.
- The class may review an example text or a good example of children's work. When looking at children's work, this must be done with the agreement of the child - in a sensitive and positive way. This allows children's contributions, discussion and analysis, modelling and celebrating of learning.

Self-assessment:

- When children are able, we encourage them to self-assess their work.
- This may be verbally or recorded. This may be through a given template.
- Informal ways can be used, such as 'thumbs up' or 'traffic light' systems, which might include strategies to avoid peer pressure, such as doing so with eyes closed.
- Children may also mark their own work, for example, in a spelling test or in Maths. This provides instant feedback and may be done as part of a mini-plenary, enabling the teacher to identify where to direct support. Teachers should ensure that children do this neatly.

Specific Details on Year Groups:

At Kirklevington Primary School, we ensure that the written marking of work is tailored to meet the ability and age of each child and the subject being marked.

This policy will be used throughout the school but the details below will guide teachers in specific year groups as to any particular applications for pupils within their area.

Foundation Stage and Key Stage one:

In Foundation Stage, where appropriate we provide the child with a simple verbal target.

On all pieces of work it is indicated whether the child has completed the work independently or with some assistance:

- I - Independent work
- TA - Work supported by teaching assistant
- T - Work supported by teacher

Children always receive verbal feedback. Stampers and/or stickers are used as additional rewards

In Key Stage One, the same indicators may be written for children who are not usually working independently.

Key Stage 1 and 2:

Work may be marked and discussed whilst the child is present. The level of marking will depend on the age and ability of the child.

Highlighters can be used in marking. These can highlight how the work has met the Success Criteria given.

In Quality Marking and in some pieces of work, up to three spelling errors will be identified for pupils to write out correctly.

Children will respond to marking using a coloured pencil or black pen.

Other examples of acceptable marking:

- Reminders - What else could you say here?
- Scaffolds – What was the dog's tail doing? The dog was angry so he.....!
Describe the expression on the dog's face.
- Modelling – Teacher writes a sentence to show how to do something.
- Highlights success – Highlight success against the success criteria
- Provides a 'closing the gap' prompt (a wish) to help children make improvements.
- Re-Drafting – Asking children to re-write a particular part of their own work (age appropriate).
- Colour highlighting – where a teacher or child uses a coloured highlighter pen to direct attention to a specific part of work in order for a child to improve it or as a check against the success criteria.
- Positive praise – to acknowledge where children have worked hard to complete a piece of work.

Challenge:

We aim to challenge children's thinking through both marking and discussion. At times, written and verbal feedback should allow opportunities for pupils to extend their thinking. This may be in the form of a reflective question or in the pursuit of an answer to a challenge. Children should be allowed time to respond to this.

Special Educational Needs:

We differentiate the curriculum in order to meet individual needs.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.
- Teachers' marking must reflect the knowledge and understanding that they have about the varying needs of all children in their class.



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This Policy has been approved at a meeting of the Governing Body of Kirklevington Primary School

On: Tuesday 19th October 2021

Signed by Chair of Governors:

Date:

Signed by Head of School:

Date:

To be reviewed: September 2022