

# All Saints' CE(A) First School

## Marking Policy



All Saints' C.E. (A) First School is founded on Christian beliefs and it is inclusive in its welcome to all in the parish.

The marking policy at All Saints is based on our Christian values and reflects our school aims. We aim to:

- Work together in a secure, enjoyable and supportive environment,
- Inspire a love of life-long learning;
- Enable all members of the school to reach their full potential.

### **Philosophy of Marking**

Marking is a valuable and essential part of the learning process. We can improve learning through effective feedback. Effective marking informs future planning and helps children understand their achievements and what they need to do in order to improve further.

### **Aims and objectives**

To raise standards of achievement of all children by:

- Motivating children to take responsibility for their own learning;
- Assisting pupils in understanding what they need to do to move their learning on by providing clear feedback; understanding their next steps.
- Providing a record of pupils' progress to inform accurate assessment
- Encouraging pupils to strive to improve
- Informing external agencies about a child's attainment and next steps (including evidence for assessment purposes).

- Informing relevant planning for progress;

**A Visual Guide to Marking.**

All children's work should receive acknowledgement from an adult that it has been seen. Depending on the task set, and the input received from an adult, the degree to which work is marked will be different. When possible, adults will mark with a child to fully understand their thinking and working.

	Evidence of marking that could be seen in books, journals and/or homework.
Adult Input	<ul style="list-style-type: none"> <li>• Work marked in detail.</li> <li>• Comments relate to the learning objective, and indicate next steps, within thought bubbles.</li> <li>• Graphical marking to be used wherever possible (age appropriate graphical marking prompts are displayed in classrooms).</li> <li>• Dialogue with Class Teacher (questions to encourage higher order thinking or to consolidate understanding of learning objectives and responses from the children if appropriate)</li> <li>• TA marks work in detail. Comments made as teacher input.</li> <li>• Teacher - monitors children during lesson giving verbal feedback where necessary (using verbal feedback stamp). If comments are appropriate they are brief/ graphical.</li> </ul>
Independent Work	<ul style="list-style-type: none"> <li>• "Independent" work stamp visible.</li> <li>• Adult acknowledges work has been seen through tick or initials.</li> </ul>

## Guidelines for Marking

- Marking will be related to a clear learning objective which has been shared with the pupils and informs them about their achievement. It is important that pupils are clear about what is expected of them before they commence their work. The difference between their task and their learning objective should be explicit. We are working towards the children being able to articulate in terms of "This is what we are doing..." and "This is what we are learning..."
- When applicable, work should have a learning objective. In Literacy, Numeracy, Topic and Science these learning objectives should be printed out and stuck into books to enable the children to begin their tasks quickly. All work marked in detail, and other work where there is clear evidence should be marked against this learning objective using R, Y and G indicators and comments.
- Next step comments are written inside thought bubbles, graphically or as *simple* comments.
- Common misconceptions (that are age and stage appropriate) such as letter reversals, letter/number formation and incorrect spellings will be written inside a thought bubble. Children will be given time either in a specific task or at the end/beginning of the next lesson to address these misconceptions. Children to practice their spellings, letter/number formation next to the thought bubble.
- Handwriting should set a good example by using the school cursive script.
- Marking will be completed within a lesson or daily (if possible), or when a piece of work has been completed.
- Good presentation is expected and may be marked in addition to marking against the learning objectives.
- **Supply Teachers:** All supply teachers are expected to mark work completed by pupils whom they teach. They should initial the work.

## Peer/Self Marking

- Peer/Self Marking is encouraged. Strategies are employed to develop the children's ability to assess their own work against learning objectives or success criteria for an end of unit piece. Children are encouraged to identify their next steps in order to move their learning on. See the L2L policy and guidance for

details of this. At the beginning of a lesson allow time for children to respond to the marked piece of work. Encourage the children to answer questions (if appropriate) and to read next steps in thought bubbles, so that they can do what they need to do to move their learning on. Children to evidence that they have read their next steps, by drawing their next step in a thought bubble next to their learning objectives. Use star and wish stickers regularly in English and in other curriculum areas as appropriate.

### **Graphical Marking**

Pupils need to be able to understand and access the marking system. A graphical marking system operates within the school to facilitate this. (See appendix 1)

Appropriate graphical marking codes are introduced to the children and then are displayed in classrooms. Graphical marking prompts show progression throughout the school and are discussed with the children on a regular basis to ensure they are meaningful.

Thought bubbles are used to highlight next steps - preferably graphically or simple comments.

### **Extended writing**

Extended writing is a piece of independent writing and all work is marked in detail. Comments relate to the learning objective, and indicate next steps, within thought bubbles.

### **Assessed Work**

Assessments are carried out at the end of each unit. This work is annotated in detail, and annotations relate to the skills ladders/level descriptors appropriate to the child. Skills that are embedded and frequently seen in the end of unit piece and in other cross curricular work are highlighted using the skills ladder. This independent work is used to inform teacher assessment levels. Child observations are also used to inform future planning and next steps.

Signed:

Date: