

Batheaston Church School

Bath and Wells MAT, School Lane, Northend, Batheaston, Bath, BA1 7EP

"That they may have life, life in all its fullness" John 10:10

Dream...Aspire...Achieve



Marking Policy



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Batheaston Church School Marking Policy

Marking is one of the most crucial forms of assessment. It is when we can really show children that we value their efforts, it is when we can judge our own effectiveness as teachers, it is when we can make strategic decisions about the next steps children need to make. But more than all that, it is a rare opportunity to have an individual dialogue with every child because every child's work, progress and confidence matters. At Batheaston, we understand that effective marking and feedback is one of the essential keys to pupil progress.

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments. Marking will also link closely to our Christian RECIPE values and can refer to our 5C's to encourage children to aspire and achieve.

Effective Marking includes:

- Verbal feedback
- Teacher Assessment
- Self-Assessment
- Peer Assessment

Marking and feedback will be adapted to suit the age and needs of the learner, eg more of the feedback will be verbal for younger children. However, throughout the school, our expectation is that every child will have regular planned opportunities to review the marked work, so that they can improve their work in relation to the action points set.






General principles – Aide memoire for staff

- Set next steps as part of the marking routine
- Share and discuss the learning objective and success criteria, all within our school 4 step planning process
- Tell pupils how well they are doing
- Teach pupils what they need to do to improve
- Include clear evaluations and sensible advice
- Leave pupils with action points they are able to work on
- Establish continuity in comments from one piece of work to the next
- Plan regular opportunities for children to review their work and then improve it with reference to the action points. As appropriate, encourage children to use a purple pen
- Plan regular opportunities for children to review their own work and for peer review/markings as well. Children will regularly assess their own work against the SC agreed with the teacher.

Effective Feedback

- Be specific, accurate and clear
- Compare what a learner is doing right now with what he/she has done before. Feedback can be verbal and does not need to be recorded. Progress will be evidenced by future work
- Encourage and support further effort (getting a balance between support and challenge)
- Getting the balance right so that it is meaningful (too much feedback can stop learners working out for themselves what they need to do)
- Provide specific guidance on how to improve and not just tell children when they are wrong
Research suggests that feedback should be: About complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils.

Marking Guidelines

<p>Effort</p>	<p>Gold big Star Stamp</p>  <p>Add evaluative comment if needed.</p> <p>Evaluative comment should be in pink</p>	<p>Outstanding Effort</p> <p>One housepoint awarded if Gold star achieved</p>
<p>Positive Feedback Comments</p> <p>TICKLED PINK</p>	<p>Quality Feedback (marking needs to be age and ability specific)</p> <ul style="list-style-type: none"> • Be accurate, specific and clear (it was good because...) and linked to LO • Refer to green pen comment from last piece showing the child is making progress • Refers back to success criteria set in the lesson • States what has gone well • Offers praise and encouragement but builds on a child's specific accomplishments • 'Target Achieved' particularly in EYFS 	<p>Teachers to use a pink pen</p> <p>A single tick can be placed by the LO to indicate a child has been successful in this lesson.</p> <p>Single words or sentences that are powerful or shows good understanding may be underlined in pink or a pink hand drawn star placed in the margin to indicate where the child has achieved or written something powerful.</p>
<p>Next Steps/Action points</p> <p>Needs to stretch children's thinking and learning</p> <p>GREEN FOR GROWTH</p>	<p>Quality Feedback (marking needs to be age and ability specific)</p> <ul style="list-style-type: none"> • What could be improved? (be realistic) • Linked to AfL • Green Pen Questions (GPQ) that lead children towards a correction of the underlying misunderstanding (Teachers will not simply correct the mistake or error) • Teachers will decide on a narrow focus for marking. E.g Spelling, grammar, word choice, content, organization etc • 'Next steps' may be used to show the child how they can improve further. <p>The following symbols can also be used to highlight errors</p> <ol style="list-style-type: none"> 1.  Grammatical error 2.  Spelling error 3.  Does not make sense 	<p>Teachers to use a green pen.</p> <p>All comments to be written in green pen Feedback may be given through verbal dialogue during the lesson or at a convenient time. This will be indicated by the following symbol</p> 

	<p>4. <u>U</u> Date or title needs to be underlined</p> <p>5. <u>S</u> Work by child has been supported by an adult</p> <p>6. <u>I</u> Child has completed work independently.</p> <p>(This may only apply to EYFS or SEND children who are generally supported 1:1)</p> <p>In EYFS and KS1, teachers may prefer to add independent or supported work as part of the overall title printed out in books.</p> <p>If relevant, GPQ dedicated time at the start of the lesson will be given to consider written comments and respond to feedback. GPQ can be completed during EMT time, instead of a lesson starter. If a group of children have made the same misconceptions, the teacher will adjust the teaching/learning for the next day.</p>	
<p>Self Assessment and Peer Assessment</p> <p>PURPLE POLISHING PEN</p>	<p>Children will be encouraged to self assess their own work in English and Maths using a scale of 1-3.</p> <p>KS2</p> <p>1 - I really struggled and found the learning difficult. 2 - I feel my learning was good overall but there were some parts a little more challenging. 3- I feel really confident and really understood the learning</p> <p>KS1 (Simplified version)</p> <ol style="list-style-type: none"> 1. This was difficult 2. Some parts were ok and some parts were hard 3. I really understood this <p>Children will be encouraged to edit their work, particularly in extended pieces of writing. This can be done either before the teacher has marked the work, as a result of peer to peer marking or independently before submitting the work as finished.</p> <p>Clear assessment criteria will be used when asking children to edit their own work (Sometimes referred to as toolkits)</p> <p>Children may also carry out any corrections particularly in maths using their purple pen to show how and where they have altered their original answer.</p> <p>Peer marking can have a positive impact on learning.</p>	<p>Pupils will use a purple polishing pen and will sign their initials at the end of the feedback.</p>

	If pupils are asked to mark and assess each others work, teachers will provide questions frames and guidance on what to look for.	
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ADDITIONAL GUIDELINES:

- Marking will be regular and frequent, particularly in core subject areas. We recognize the importance of valuing children’s efforts and responding quickly to the work they have completed so they are able to acknowledge their success and respond to any misconceptions.
- During the EYFS year, each child will be given a Writing Book when the teacher assesses that this is appropriate for each individual. This book will include evidence of writing skills throughout different curriculum activities.
- There is not an expectation that every piece of writing will be the focus of in depth marking and feedback. The teacher will select which writing activities must be marked in this way. ICE and Fire writing are good examples of work that may be selected by the teacher as this helps the Assessment for Learning process. These tasks need to include independent work and may well be an extended piece of writing. This piece of work will then become focus for each child’s review and improvement activity. Purple pens can be used by the children as part of this review and improve process.
- We encourage the practice of planning opportunities for ICE and FIRE writing. For example, if teaching the children how to form and write instructions, the teacher will plan a writing task at the beginning of the unit (ICE) and then another at the end of the unit (FIRE). The initial ICE activity will provide evidence of the level of understanding/elicite AfL for the teacher’s planning and the FIRE task will provide evidence of summative understanding and progress.
- Verbal feedback does not then need to be written down unless the teacher feels it is appropriately helpful. A good example of when VF can be recorded is when a Teaching Assistant has worked with a child/group.
- Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.
- Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils’ responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.



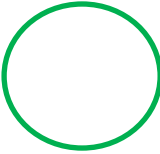





Expectations for dates and LO

Short Date – Guided Reading, Maths, Spelling and Grammar

Long Date – English, Topic and RE

LO – Must use the following sentence starters – I can... I am leaning...

Classroom Poster to help children to understand the use of symbols.

<u>Marking symbols which might appear in your book.</u>	<u>What do they mean?</u>
	<p>A gold star means you have achieved a housepoint. Your teacher thinks you have been very successful in your learning and have tried your best. Well done!</p>
	<p>VF stand for Verbal Feedback. This means that your teacher has held a discussion with you about your learning. They may have mentioned what you have done well and what you could do to improve further.</p>
	<p>Oops, this shows where you may have forgotten to use the correct punctuation. This might be a capital letter in the right place, a full stop that has gone missing, a forgotten question mark etc...</p>
	<p>Oops, you may need to check the spelling. Use a dictionary to find the correct spelling</p>
	<p>Oops you may have had so many ideas that this bit of your writing does not quite make sense. You might need to rewrite it.</p>
	<p>Oops you have forgotten to underline the date and/or title</p>
	<p>This shows you have been supported with your learning. It might have been with the teacher or with the teaching assistant</p>
	<p>This shows you have been independent with your learning.</p>
<p><u>Self Assessment</u></p> <p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p>	<p>1 - I really struggled and found the learning difficult.</p> <p>2 - I feel my learning was good overall but there were some parts a little more challenging.</p> <p>3- I feel really confident and really understood the learning</p>