Stratford-sub-Castle Church of England VC Primary School.

Learning for life in a caring and positive Christian Community

Marking for Learning Policy

The *Marking for Learning Policy* was reviewed in 2015/2016. This document is the result of that review. It should be read in conjunction with the *Aims of the School,* the *Learning and Teaching Policy,* the *Assessment Policy a*nd the *Presentation Policy.*

This Policy was agreed by the Governing Body on 19.09.16. This policy will be reviewed in September 2018.

Purpose
- to fulfil the aims of the school through a consistent approach to marking for learning
- to provide pupils with information about the quality of their learning and provide pupils with the information they need in order to improve
- to provide pupils, teachers and T.A.s with regular and on-going assessment opportunities in the classroom
- to raise standards of attainment
- to increase rates of progress.

Statement of Aims
- to develop a culture of learning for understanding
- to help our pupils attain their potential and to become life-long learners
- to provide timely feedback and feed-forward to learners
- to provide the opportunity for review and reflection
- to promote positive self-image and high self-esteem
- to promote ownership of learning.

Implementation
The Headteacher has overall responsibility for the implementation, management and monitoring of the *Marking for Learning Policy*. The day-to-day implementation of this policy is a shared responsibility.

Statement of Principles
We believe that effective marking for learning is:
- MEANINGFUL: provides feedback and feed-forward to learners
- PURPOSEFUL: relates to the planned learning outcomes of the lesson
- MOTIVATING: encourages and recognises effort and progress
- DIFFERENTIATED: takes into account individual needs
- SENSITIVE: allows pupils to maintain ownership by not over-marking or defacing
- TARGET SETTING: determines the next steps for learning
- INVOLVING: promotes the active involvement of pupils in their own learning
- MODELLING: promotes good handwriting and a thoughtful approach to

We mark grammar, punctuation and spelling in writing across the curriculum.

Agreed signs and symbols
A clear set of agreed signs and symbols is used throughout the school. An identical key is displayed in all classrooms. However, teachers and T.A.s make professional decisions on their use in order to fulfil our principles of effective marking for learning.

We recognise that effective marking varies according to the age, maturity and individual needs of a pupil.
The agreed symbols are used in a differentiated and sensitive way in order to:
- minimise threat and uncontrollable stress
- maintain ownership of learning for our pupils
- promote positive self-image and high self-esteem

- engage positive emotions
- recognise that individual learners have legitimately different emotional and behavioural needs.

Marking Key (see Appendix 2)

= (under error-letter)   – Change case.

` ` ` ` ` ` `   - Look at this carefully/ error alert!

•   - Look at this carefully / error alert!

◯   - Look at this VERY carefully. (You should know this!)

☺   - I like this!

∧   - A word or phrase needs inserting here. (Omission)

⊙   - Punctuation is missing / incorrect punctuation used

//   - New paragraph.

~~sword~~   - Delete word.

✓   - Correct / this has been checked / assessed.

Teachers marking is completed in purple. Teaching Assistants mark in pencil. We do not to use crosses to indicate an error/miscue. The use of dots and wiggly lines on their own or in tandem are used.

Annotations Key (Extra information about learning)

I for work completed independently
T for work supported by teacher
B for work supported by a 'buddy'
M for mastery task (mastery tasks are printed on blue paper or WALT is underlined in blue)

Use abbreviations next to the WALT (in a circle), at top of the page or next to the success criteria (sun, moon or stars etc). Children can also use these in self-assessment along with success criteria.

If a child has used a manipulative to solve a mathematical problem, the child or teacher/TA annotates which manipulative has been used using the codes (or other if appropriate) with a box around it (see Appendix 3).

Symbol	Manipulative
◎	Numicon
☐	multi-link cubes
◯	counters
(PV)	place value counters
⊞	ruler
100	hundred square
X	multiplication square
-∞-	bead-string
▯	calculator
✋	fingers
◷	clocks

Pupil response to marking

Children are given the opportunity to review, reflect and correct their work according to their needs and age. 'Response to Marking Time' is provided at the beginning of every session. Response to marking includes corrections, answering questions and taking ownership of the next steps in learning. Corrections may be formal (see below) or be in the form of editing / redrafting. Pupils are expected to respond to marking / redraft / edit in green pen.

Corrections

The fact that answers can be correct or incorrect (in Mathematics for example) is recognised as being an important concept for pupils to learn. However, the need to make mistakes and take risks in order to learn is regarded as more important than always getting answers correct or not making errors.

Marking guides pupils to reflect upon and correct their own work, helping them to become effective learners.

Where appropriate pupils are encouraged to use the title "Corrections" and complete corrections after their work:
- written work: 3 words, 5 times each. LOOK, COVER, WHISPER, WRITE and CHECK.
- Spelling corrections should be written so they can be copied underneath (pupils need teaching how to copy). In KS2 words should be written in a sentence to show comprehension. Where appropriate, pupils should be expected to use the words they have just corrected in their next piece of work
- number /problems: corrections will vary according to task, but pupils will not be required to correct an entire page.

Feedback / Feed forward

Marking comments:
- relate to the WALT (learning objective)
- relate to the success criteria (moon, sun, stars, shooting stars)
- relate to progress more than presentation or behaviour
- are to the point and focussed
- point to the 'next steps' for learning. We use a 'next step' stamp or the phrase 'NEXT STEP/ NEXT STEPS'.

Comments on children's work point towards how improvements/greater learning could take place in the future. *TIPs- ("White Space") To Improve & Progress:* are made on post-it notes and moved from page to page as appropriate. Where a teacher gives verbal feedback this may be recorded as 'VF'.

Strategies to ensure marking is meaningful whilst keeping teachers' workload manageable.
Expectations are:
- every piece of work to be annotated with I, B and/or T (by child or Teacher/TA)
- every piece of work to be annotated with moon, sun, stars or shooting stars next to the WALT. If the child has annotated the moon, sun or star the teacher can mark this with a tick to show they agree or write next to it their assessment of moon, sun or star as appropriate
- at least 2 'You can statements' per week in Maths and English books
- at least 2 'Next steps' per week in Maths and English books
- at least 2 'You can statements' per subject unit in a term in Topic books
- at least 2 'Next steps' per subject unit in a term in books

Monitoring

The effective implementation of this policy is monitored every half-term by the Headteacher and/or subject Leader.

Appendix 1: Examples:

The marking comment relates to the WALT (learning objective) and success criteria. The post-it TIP is more individualised and picks up a small / smarter detailed target which can be improved very quickly. E.g. Spellings which should be known / extending vocabulary / a multiplication fact which is unknown / skills such as finger spaces / improvements in presentation. Verbal feedback may be necessary.

Examples of TIP comments:

TIP 'Better word for nice' (pupil is capable of using a wider variety of more adventurous words'

TIP ~~'said'~~ whispered / replied (for example)

TIP 'with' (this is a word you should be able to spell)

TIP 'double space'

TIP '3x7=21'

For younger children they may need to be visually represented i.e. picture of a finger!

Examples of marking comments:
'You can link sentences using 'and'. Next step: Use but or if to link your sentences'

'You can use paragraphs to organise your writing' Next step: indent paragraphs.

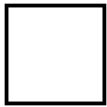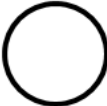'You can use's' to show a plural' Next step: use 'ies' on nouns ending in y
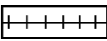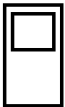
'You are beginning to use apostrophes for contractions appropriately. ' Next step recognise when letters are missing. It is sometimes more than one!

'You are beginning to use column addition to solve number problems.' Next steps: Always start in the units column and spread out the columns to give yourself plenty of space.

Marking Key

Symbol	Meaning
	Change the case.
	Look at this carefully/ error alert!
	Look at the very carefully, you should know this!
	I like this!
	A word or phrase needs inserting here (omission).
	Punctuation is missing / incorrect punctuation used.
	New paragraph required.
	Delete word.
	Correct / this has been checked / assessed.
	Verbal feedback given.

Maths Manipulative Codes

◯	Numicon
▢	multi-link cubes
◯	counters
(PV)	place value counters
⊞⊞⊞	ruler
100	hundred square
X	multiplication square
–∞∞∞–	bead-string
🗌	calculator
✋	fingers
🕓	clocks

If manipulative is not listed, draw an appropriate image and draw a box around it.