Everybody Excelling, Everyday. No Excuses!

Marking Policy

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Marking Policy

The Five Key Principles

- All staff will give high quality feedback and marking so that pupils are enabled to make accelerated progress, excel and succeed at all times following The Randal Cremer Guidelines for marking (page 4 of this document)
- Feedback from staff must offer pupils specific information on whether they have met Learning Intentions and Success Criteria or specific targets set for them and set specific and challenging next steps.
- Teachers use marking and assessment to assess understanding, identify misconceptions and inform future lesson planning.
- Teachers give pupils the opportunity to reflect upon their learning and respond to feedback, correcting their work and understanding how to improve upon it. Teachers then check these responses through marking or a comment.
- Adults will use the marking code to indicate in the margin where corrections need to be made by a pupil.

School Vision

Everybody excelling, Every day. No excuses!

Rational

At Randal Cremer we believe that the marking of pupils' work should provide excellent opportunities for pupils to be well motivated, raise self-esteem and have clear direction in their learning. Marking allows pupils to understand the quality of their work and gives clear guidance for how they can improve as well as the recognition of excellence. It is also a method to both show our high expectations of pupils, as well as raise their expectations of themselves. It is a powerful assessment tool and done correctly provides a dialogue between teacher and pupil, that allows for analysis of understanding that will inform next steps and planning.

At Randal Cremer we recognise pupils' books are the window into pupils' learning. However, we also recognise that outcomes are more than just pupils' work in books. There is a range of ways in which pupils demonstrate their knowledge, skills and understanding. These can be through performance, presentations, teaching, art, or producing work using ICT.

This policy should be read in conjunction with the Randal Cremer Pedagogy Guide.

Aims

- All teachers will have the highest expectations for presentation and content in books. (See Presentation Policy)
- As a result of the high quality feedback and marking, pupils are enabled to make accelerated progress, excel and succeed.
- Feedback offers pupils specific information on whether they have met Learning Intentions and Success Criteria or specific targets set for them.
- Marking and assessment is used by every teacher for ongoing summative and formative assessment. It is used to assess understanding, identify misconceptions and inform future lesson planning.
- Pupils are given the opportunity to reflect upon their learning and respond to feedback, correcting their work and know how to improve upon it.
- Feedback will have a positive and encouraging tone, and will show that we value pupils work and have high expectations.
- We recognise and share the value and importance of making mistakes and then learning from them. This goes hand in hand with boosting children's aspirations and resilience.
- We expect staff feedback to be a model of good handwriting practice for pupils and to not abbreviate words.
- We expect the marking we do to support the pupils' learning. For this reason this policy will be adapted depending on year group and pupils needs.

How We Achieve Our Key Principles
(The Randal Cremer Guidelines for Marking)

We expect that all marking will demonstrate the following:

- All pupils (Year 2 – 6) should receive weekly detailed diagnostic feedback marking on:

    - English/Literacy – Extended writing and assessment pieces must be feedback marked. The feedback marking in these cases will include highlighting in pink and green – pink for a positive and green for an improvement.
    - Maths – Two pieces of independent maths, including an investigation piece, where pupils are applying their skills learnt, must be feedback marked. This may take the form of observations later recorded in the books.

- All pupils in Year 1 should receive the same amount of weekly detailed diagnostic feedback as above, however in Year 1:

    - The diagnostic marking is for the teachers and therefore not always question for the pupils to respond to. The teacher will read the next step to the pupils during the next lesson and support them to move their learning on through this. When they see evidence of the next step, the date where this is seen will be written under the original written next step. In Literacy this next step may include highlighting to show pupils where they need to improve, but only where this is helpful.

All pupils should also receive:

- Detailed diagnostic marking once half termly and for the end of unit assessment piece for Science and for Topic. This should be for both subject understanding and English/Maths skills used.
- There must also be planned opportunities for assessment (in the form of an extended piece of writing / presentation) that is in some way recorded and again feedback marked.
- Acknowledgement marking for every piece of work in English/Literacy, Maths, Science and Topic; secretarial errors should be highlighted and any misconceptions addressed.

- Avoid negative marking e.g. damaging comments.
- Ch is used to demark two or three questions that you would like a pupil to correct. Anything else wrong may have a cross next to it.
- Work must be marked in red pen and teacher's comments should model the handwriting policy.

- Maths and English are taught every day and there must be a written outcome for all lessons to demonstrate pupil's learning and progress.
- At KS1 Photographic evidence will show outcomes of learning for some lessons. This should be accompanied by contextual comments by the teacher on the learning or the child on what they have been learning. This is limited to a maximum of 2 lessons per week.
- In reading, work is flick and ticked. The 'big picture' pieces are completed fortnightly and feedback marked and 'selfies' included a green / pink highlighter dot in the margin to show pupils whether they are on the correct lines in their thinking (highlighting corresponds to Literacy colours).
- In all other subjects (except PE, ICT, Design and Technology, Music, Art or Drama) there should a record of work completed for every lesson. This can be written work, photographs, annotated success criteria, diagrams, concept maps or anything else appropriate to the learning taking place.
- Where relevant and beneficial pupils are expected to comment on what they have learnt if anything other than written work has been used.
- There is an expectation that pupils respond to next step marking in blue pen and that teachers check these responses through marking or a comment.
- The marking code should be used by teachers to indicate in the margin where corrections need to be made by a student. Where needed, these should be supported with circles in the work for where the error is, e.g. where a full stop is missing. Spelling corrections may also be written in the margin if not a common error. (See Appendix A).
- Marking should pick up on grammatical and spelling errors.
- A Teaching Assistant working with a group, should mark the group's work but not necessarily give next step feedback.
- If pupils are working with a member of staff who is not their regular classroom teacher this should be recorded through initialling or a comment.

Early Years Foundation Stage

Children in the early years will receive continuous feedback and next steps in the form of:

- Verbal comments that recognise achievements.
- Photographs to show success and achievements –these will be displayed around the classroom as well as entered into the children's profile.
- Children will have continuous access to their achievements in their learning profile
- Achievements and next steps will be shared by the child's key worker.
- Success criteria (in the form of pictures) will be displayed around the classroom for children to see and use.
- Written comments will be used in the children's writing books, maths books and next steps will be identified using the Early Years Profile.
- Children being encouraged to share their success with one another as well as staff, parents and carers.

- Children will be taught the appropriate evaluative language they need to be able to comment on their own and other children's work and also understand the comments made by adults e.g I made this train.
    - *"I like the way the wheels rotate"*
    - I've done this picture.
    - *"I can see you have put lots of detail in there, flowers, people, trees"*
    - I like this because……
    - I made this……
    - I did this……
    - I've done this…

Learning Intentions and Success Criteria

For every lesson a date and learning intention must be written in books, following the presentation policy.

The Learning Intention should be specific to the expectation of the outcome of the lesson, it should be clear, de-contextualised, precise and in pupil-speak.

The Success Criteria should be displayed on the board and referred back to through-out lessons. They must be clear, specific and in pupil-speak. They should build on prior knowledge and be informed by individual pupil starting points. Knowledge of children in the class is key when recognising whether success criteria have been met.

We recognise the importance of Success Criteria in differentiating outcomes for pupils. It is expected that this is achieved either:

- With the three success criteria developing in level of skill required and difficulty.
- Pupils receiving individualised success criteria relevant to their starting point.

For Extended Writing, these success criteria will be selected by teachers, using the level criteria sheets. These should also be used at the end of the lesson for peer/self-assessment.

Success Criteria should be used to inform Next Step feedback. Where the success criteria has not been met we expect to see this inform future planning. For example, if pupils have not met a success criteria this would form part of the next day's whole class teaching and be reflected in the pupils work.

Acknowledgement Marking

On the days there is no feedback marking, work must be acknowledged. If work is peer or self-assessed, it must still be acknowledgement marked. The acknowledgement marking will be given a circle , triangle or square at the end of the work which will correlate to a starting task for the next day. These activities are ten minute acivities and can be peer or self-assessed.

In literacy the shapes mean:

- **Circle – pupil completed work and there were no issues from it - sentence level work, using grammar from the week.**
- **Triangle – pupil needs something embedded further - grammar / spelling focus.**
- **Square – pupil needs support from previous lesson – triangle activity with adult support.**

In maths the shapes mean:

- **Circle – pupil completed work and there were no issues from it – challenge / prove it from last lesson.**
- **Triangle – pupil needs something embedded further –question on board to embed further e.g. word problem to embed skill learnt.**
- **Square – pupil needs support from previous lesson – triangle activity with adult support.**

In reading:

To be updated

Written Comments

Feedback marking is not to be done every day. For it to be effective, pupils need to demonstrate over a longer time frame that they have understood what has been required from them in their feedback.

Every piece of work should be acknowledgement marked, with spellings etc noted. Pupils should receive specific 'Next Step' comments on how to improve their work further. These should be clear, directive (e.g. 'Change' or 'write', rather than 'can you…?') and challenging to the child. The feedback should explain technical terminology where needed and include examples where required to support the children's understanding. Next steps can take the form of a multiple choice task if vocabulary or tenses are the foci. Feedback should identify at least one positive aspect of a pupils' work which is specific and relating to the success criteria, individually set targets for the student or something that has been learnt.

We expect that there should be at least one 'Next Step' that is specific to the pupil at KS1, and at KS2 there will be two. (See Appendix B). (See oral and written feedback section below)

Monitoring and Reviewing

There will be fortnightly book looks conducted by SLT and/or Subject Leaders. A sample of books or a whole class set may be requested, depending on the focus of the book look. Book Looks may focus on specific subjects, year groups and ability ranges. Books are also reviewed within Staff meetings and Phase Meetings as part of staff professional development and ensuring a consistent approach.

Books should be available at any time for SLT to look at, where possible at least 24 hours' notice will be given beforehand.

Teachers will be given feedback on the quality and quantity of work in books, marking and feedback to pupils. This will be delivered verbally or by email by the SLT/Subject Leader conducting the Book Look. This should normally be given within 48 hours of the Book Look.

Peer and Self-Assessment

It is an expectation that pupils should respond to Next Step marking and that this should be acknowledged by the teacher. Peer or Self-Assessment does not replace Teacher Marking, but should be used with pupils regularly to encourage reflection and so pupils learn to recognise their own strengths and areas for development.

Peer and Self-Assessment should be in blue pen, so that it is clearly recognisable.

Oral and Written Feedback

Whilst feedback marking should relate to success criteria, there are times where other skills that are important will also need to be recognised. A next step should always be looked at as a reminder and personalised focus before or near the beginning of independent learning. This could be in the form of the teacher / TA reading pupils' next steps to them where needed / peers supporting and discussing with each other what their focus will be in their work.

The positive comment when next step marking does not need to be formed as a 'well done you have' comment. It can be a tick with positive next to it. These are important for the pupils to see so that they recognise and can celebrate what they have done well. If the pupil has met the next step from the last piece of feedback marking, this should also be recognised at this point.

Next step marking is there to challenge the pupils' understanding or to highlight and correct a misconception. Growth Mindset recognises pupils' taking responsibility for their own learning by understanding that they are able to improve as long as they know how to do so. Feedback marking will therefore not be seen as a quick tick box activity but will be given a higher priority within the school day.

Next steps for Literacy – in KS2 (and Year 2 where appropriate) once a week a paragraph is highlighted in green. He two next steps given will relate to this paragraph. One next step will be related to grammar and punctuation, whilst the second next step will be context based. The pupils are expected to re-write the highlighted paragraph, editing and improving it based on the given next steps.

Conferencing – every pupil should have one conference with the class teacher every half term.

Litreacy – conferencing should be worked into weekly feedback / publishing sessions.

Maths - conferencing should be worked into weekly Friday investigation sessions.

Feedback Responses

There will be a 20 minute slot within the day where feedback responses can take place. The teacher and TA will work with one group each as a guided group and therefore the next steps can be discussed and clarified verbally. The other pupils will work on their next steps alone / with peers. Teachers and TAs must work on a rota so that all groups are worked with regularly.

The conversations during the 20 minute feedback response session are very important in order for each pupil to be really clear on how they can improve their learning. These conversations will not just be supportive in answering the next step, but focussed on looking back over the work and making the pupil aware of where the mistakes were and why they were important to change. When asked, pupils should be clear and able to have a conversation with any adult who enters the room on what, at that time, they are trying to improve.

A high priority will be put on checking these responses so that it is clear where pupils understand and where there are still misconceptions. These can be a focus during the reading session at the end of the day, with the TA / Teacher taking it in turns to read a whole class story or support pupils who need with their feedback responses. We understand that pupils learn at different speeds and whilst some pupils will respond correctly to feedback, the improvement may not be reflected in the next piece of work. In this case, there is no problem with repeating a next step in some form but that pupil should be a focus child at some point during the next teaching session to support them in their learning.

If it is the case that there are a large number of pupils not reflecting their learning from feedback responses in their next piece of work, this will mean that either the next step was possibly too large and needs to be broken down further into smaller steps over time, or that the whole class teaching needs to be changed to incorporate the learning in question.

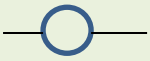
Marking must directly impact on the next day's teaching. If a majority of pupils have clearly not understood a task, then the planning should be altered and annotated to this effect. This may take place in the form of a lesson starter or be built into the lesson in another way.

Appendix A: Marking Code for English

. CL	Full stop and capital letter
^	Missed a Word
Sp	Spelling
H	Improve your handwriting.
//	Start a new paragraph
“”	Speech Marks
Pn	Punctuation
Vy	Vocabulary choice

i	Worked Independently
WA	Supported by an adult

Marking Code for Mathematics

1 2 3	Used a Number Line
M	Used head – using a mental strategy
100	Used a 100 square
	Used a bead string.
X	Used a multiplication grid.
O	Used Objects
Cal	Checked with a calculator
I	Used straws

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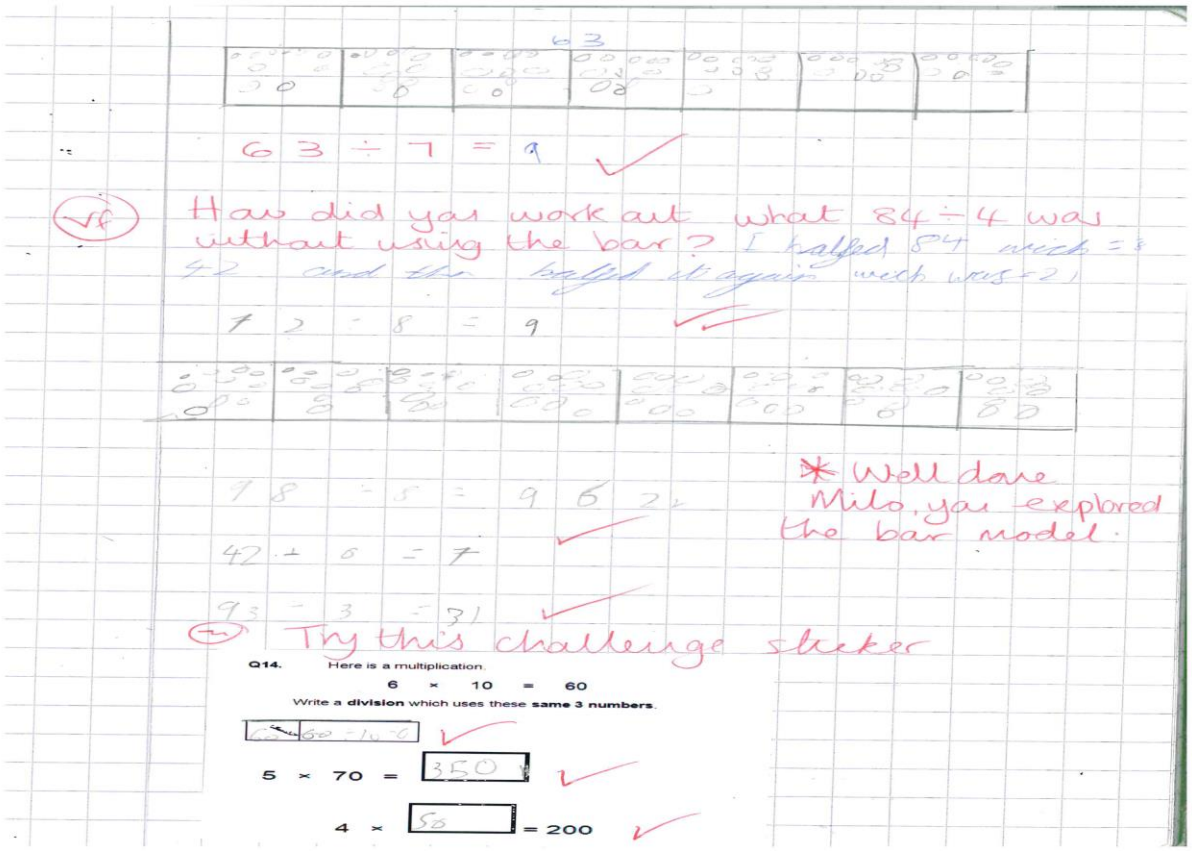
i	Worked Independently
WA	Supported by an adult

Marking Code for Reading:

Symbol	Snapshot Type	Frequency	Description	Marking Type and How Often
S	**Selfie**	**Minimum 3 times per week**	• Short independent activity • Plenary or mini-plenary • Write a prediction, summary etc. • Respond to a question or statement • Possibly with a time lag	• Flick and tick. • Highlighter dot at end of piece – • Pink = strong predication to example / along the correct lines. • Green = area for improvement. Highlighters for teacher knowledge not for pupil to respond to.
BP	**Big Picture**	**Fortnightly**	• Independent written comprehension • Questions address a range of strategies or skills • Provides a 'bigger picture	• Feedback marking.
IS	**I Spy**	**As and when relevant**	• Short, simple observation made by an adult • Evidence skills not otherwise recordable, identifying notable progress, recording change in book band. • Not recorded every time a child is read with.	• Flick and tick.
P	**Portrait**	**Termly**	• Termly pupil conference - reviewing journey, looking back through album together. • Celebrate successes • Agree targets	• Annotated by Adult therefore no extra marking.

Appendix B: Example of next step marking in Mathematics



2 6 ÷ 5 = 5r1
5r1 × 5 = 26
5 × 5r1 = 26

(vt) You don't need the inverse when there's remainders

(vi) 52 ÷ 10 = ~~5 2~~ 5r 2

Prove I am correct belar.

Today we used resources to divide. Some children were working with remainders and others were dividing and recording division number sentences (2 by 1 digit numbers)

5 × 10 = 50
~~5 2 − 2 =~~
5 2 − 50 = 2

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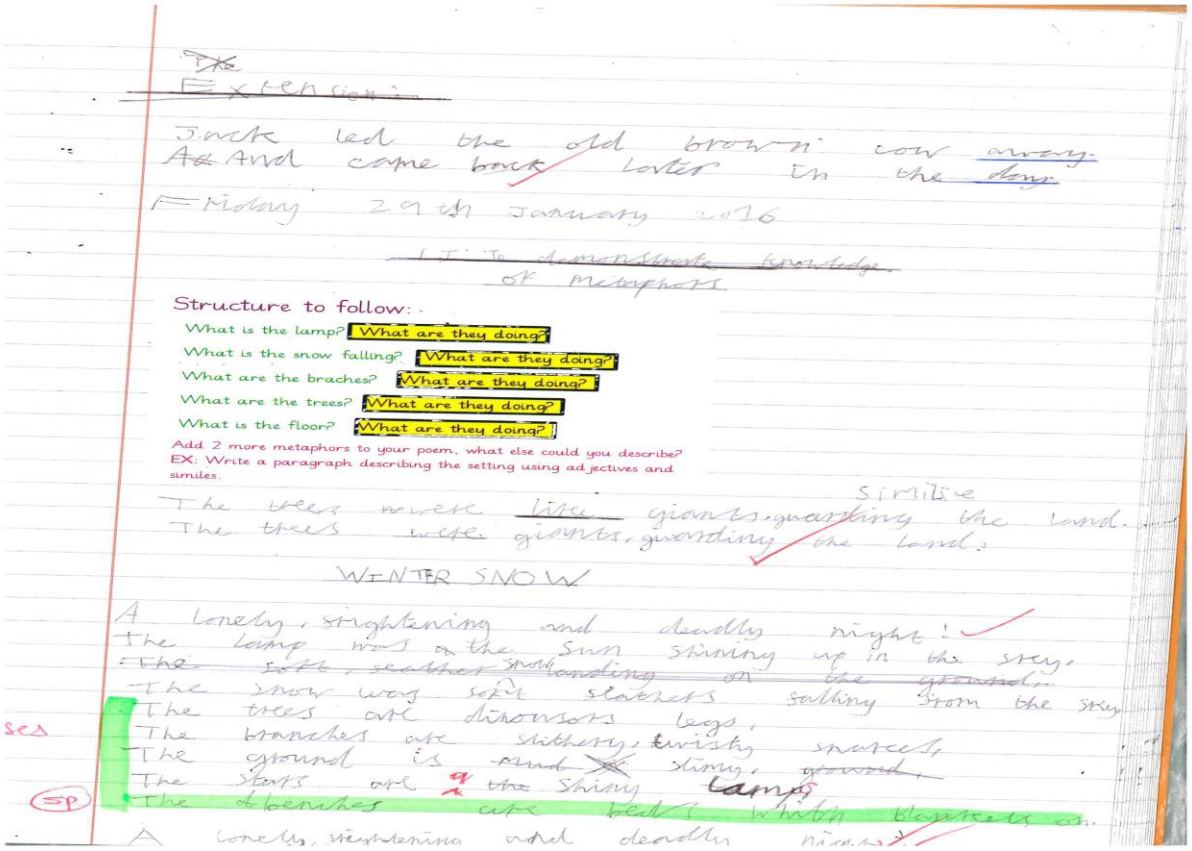
Example of next step marking in English



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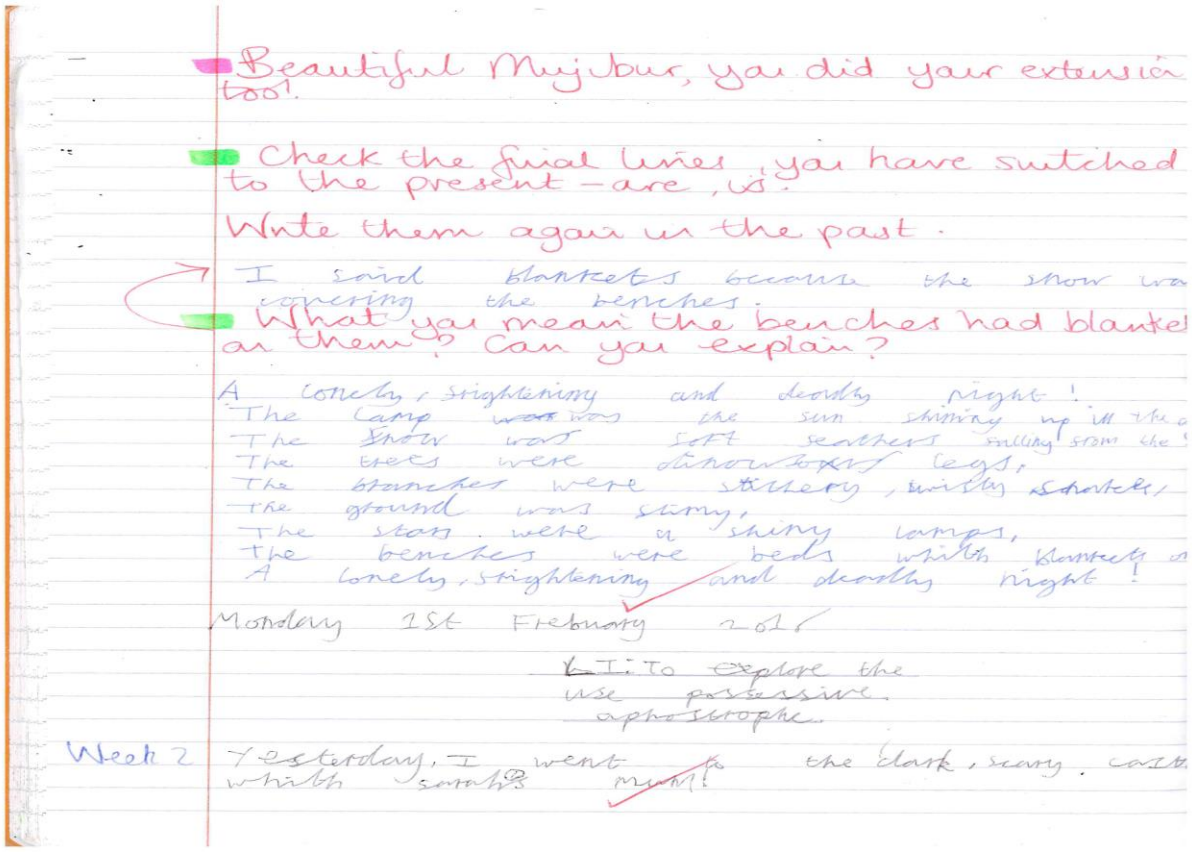
Beautiful Mujtaba, you did your extension too!

Check the final lines, you have switched to the present – are, is.

Write them again in the past.

I said blankets because the snow was covering the benches.

What you mean the benches had blankets on them? Can you explain?

A lonely, frightening and deadly night!
The camp was
The snow was soft
The trees were
The blankets were
The ground was
The stars were
The benches were beds
A lonely, frightening and deadly night!

Monday 1st February 2016

LI: To explore the use possessive apostrophe.

Week 2 Yesterday, I went to the dark, scary, castle with