



# Hopelands Preparatory School

38/40 Regent Street, Stonehouse, Gloucestershire, GL10 2AD

## Marking Policy

### Scope of Policy

This policy applies to the school including the EYFS.

### The Purpose of Marking

Raising standards involves focusing beyond what children learn to how they learn and how teachers intervene in this process (Carol McGuinness 2000). Intervention is often through marking and verbal feedback to learners. Marking should be a visible sign of a child's progress. It should give clear guidance how to improve. It should allow time to act on feedback and to see visible signs of progress emerging from it. It has to be frequent enough to make a noticeable difference to the children.

### Marking Practice

Whether or not there is a marking policy, the marking of pupil's work needs to take account of the following issues:

- Most, if not all, of pupils' work should be marked. Inspection reports sometimes judged the proportion marked as too low.(OFSTED inspection 2008)
- Marking needs to be regular, kept up-to-date and promptly returned to pupils.
- Pupils need to understand marking systems, both the criteria for marking as well as the comments and grades or marks awarded. This information might take the form of cover sheets attached to a project dependent on the age of the child.
- Internal moderation will be needed to produce consistent standards between different teachers or departments.
- Marking should include comments, not just ticks. The comments should not be too cursory. They need to be encouraging, but not merely congratulatory. **It is particularly important that the comments tell pupils how to improve their work:** this is one of the most frequent criticisms made in inspection reports. Written comments are needed, even where verbal comments are given to pupils when their work is returned to them.
- Errors should be corrected. There may be a case for not correcting every error; where, for example, to do so might discourage a pupil. But important and significant errors should not be left uncorrected.
- Marking in all subjects may need to include the pupil's use of English, particularly spelling, punctuation and grammar.
- Late or copied work should be identified.(ascertain facts before making comments)
- Marking may include instructions to pupils, such as asking them to re-draft work or

correct mistakes. When pupils are asked to correct or repeat their work it is important to check that they do so and to mark their corrections or repeated work.

- Marking may include house points, excellent or green cards. Such systems can be a considerable incentive for pupils to do well.
- Marks should be recorded.
- Practical, project-based subjects need to have regular marking, even if a whole project may extend over a lengthy period of time.
- Marking may include various forms of self-assessment by the pupil.

## Strategies

- Curricular targets - When marking always check the targets set the last time and mark the piece against these. If they have hit the targets, praise the child. If not, refer the pupil back to the last set of targets. Over the space of a year small improvements can mount up into a whole hill of startling progress.
- Base lining - At the start of a new unit of work teachers should ascertain what pupils know and understand. Together, this knowledge will inform the identification of curricular targets for whole year groups, classes or individuals and, more specifically, the planning of learning objectives and learning outcomes by teachers.

To support learning, pupils need to know in advance what they are learning, what they will be expected to do and how their work will be marked. The use of learning objectives/outcomes and the sharing of success criteria support this.

- Learning Objectives – Broad learning objectives will be shared with pupils. These will focus on the learning eg: on what pupils 'will know' and 'be able to do' by the end of the learning process. They will be expressed in WALTs. ( We are learning to)
- Learning Outcomes – will also be shared (WILF What I am looking for)
- Learning Criteria – The marking criteria against which different pieces of work will be marked should be shared eg: in support of peer/self assessment and end of unit assessment.
- Modelling – Before starting a task, pupils find it helpful to see what a finished piece of work might look like.
- Learning Milestones – Not all marking can, or should, be marked in detail.
- A minimum of eight such pieces will be marked in detail over the course of a year although Science and English might need to identify additional opportunities for quality marking to take place.
- These pieces of work will focus on the assessment of progress in relation to specific learning objectives or, if required, curricular targets.
- Success criteria will be shared with pupils and at the end of the marking process it should be clear to the pupils' 'what they have done well' and 'what they need to do to improve'.
- Comments will be positive and subject specific.
- KS levels can be awarded and pupils will be given the opportunity to improve their work.

Light Touch/Tick Marking – in order to support the giving of quality feedback at key points in the learning process, other work should be marked in less detail.

EFFORT – Pupils of all ages and abilities like to see effort acknowledged. Effort,(supported by EPA on the children's work) though crucial for learning success, is distinct from attainment levels and is personal to the individual. Effort grade should be acknowledged by the awarding of an effort grade in the twice yearly Assessment Forms.

Colour of ink – Having spoken to pupils there appears to be no concern about the use of red ink for marking. Red ink, or one that contrasts with that used by the pupil, is therefore recommended.

Moderation Books – As a minimum once a term in English, Maths and Science, teachers are expected to grade and put in a set piece of work into each child's moderation books. Once in the autumn term and once in the spring term and once in the summer term. ICT moderation is also being started for Years 1-2, 3 and 4. These will be recorded in the form of W.C. Levels.

### **Oral and Written Feedback**

Professional judgement should prevail when deciding how many errors to highlight within one piece of work, with due regard to the Literacy, Numeracy and ICT strategies. Each subject area has a specific responsibility to deliver these strategies through the schemes of work. The needs of the pupil should be central and differentiated marking will allow students to make progress without being de-motivated. Weak pupils should only be faced with the number of corrections that they can manage and actually do something about. Able students need to be challenged and stretched and may face fine tuning in terms of corrections and comments.

'Effort grades' are very subjective and can both motivate and de-motivate pupils. Therefore school will use the wide range of ways of recognising effort already in place –house points, excellent, green cards, certificates and verbal praise.

Pupils will be asked to assess their own progress, using the 'www' and 'ebi' conventions.

Oral and written feedback will be judged inherently in lesson observations as it is clearly defined in the Ofsted criteria

Comments should be specific and promote progress.

- Criteria for good written work – used by some OFSTED teams to check books and feedback
- It is legible and presented with a concern for layout and appearance
- It is easy for the reader to follow. Whether it is imaginative prose, mathematical symbols, notes or any other form, there is a shape (e.g. a logical sequence) that gives it coherence. Arguments are well– developed; mathematical or scientific processes are lucid; language is exact; illustrations are clear and accurate.
- Pupils can use various means of conveying information; for example, words, graphs, maps, statistics, brief notes, diagrams.
- There is a mix of these in different subjects, for example, English is not exclusively words, science is not exclusively dictated notes, and mathematics is not exclusively worked examples.
- What is written is right for the purpose, for example it covers all the aspects of the task set and is of sufficient length to deal with them adequately.
- Pupils make progress. There is improvement by the same pupil over a period of time. For example, the work they do now is better than the work they did last year; they have learned how to improve their note taking.
- In the shorter term, they can redraft work so that it is more effective and not only more technically correct. They may use IT to do some of this.
- They become increasingly aware of how written communication can be made to serve a variety of purposes. Their work increases in subtlety and discrimination.
- They persevere with a task until it is completed.

- The work is well organised. It is sufficient, in that it serves its purpose well.
- The work is marked regularly, including work that may be continuous, such as note – writing.
- The marking is consistent, and related to shared learning intentions / objectives / success criteria.
- Problems and difficulties are diagnosed, ways forward are indicated.
- Comments encourage and challenge.
- Pupils are told what progress they are making.

Feedback and effective marking needs:

- To be based on clear learning objectives
- To encourage and take account of pupil self-evaluation
- To highlight where success occurred and where improvement could take place
- To be given promptly and regularly to learners in a form that is accessible to them
- To give strategies for improvement
- To have time allocated in which comments can be read
- To expect some focused improvement based on the feedback

### **Core standards**

All tasks included on the grid sheet will be carried out by the teachers within the agreed time frame.

### **EYFS**

Formal marking does not occur in the nursery and reception classes. Feedback to the children will be verbal, positive and may refer to a target for an individual child. Staff will date and annotate drawings, photos, written work, etc., During the Summer term Reception children will be introduced to the perfect purple and growing green self-assessment grid. The children will assess against differentiated 'I can' statements, which also includes the child's voice and next steps in learning.

## Autumn Term 2015- 2016

<b>LESSON OBSERVATION</b>	<b>OBSERVER</b>
Nina Prout	Barbara Sands
Jo Preece	Sheila Bradburn
Barbara Sands	Jo Preece
Andrew Turner	Sheila Bradburn, Jo Preece, Barbara Sands
Jacky McQuillan	Jane Barrett
Lizzie O'Dell	Liane Hadley
Jane Barrett	Sheila Bradburn, Jo Preece
Andrea Mills	Barbara Sands
Sheila Bradburn	Jo Preece, Andrew Turner
Nikki Coles	Jo Preece
Maria Boix	Jo Preece, Andrew Turner, Sheila Bradburn
Liane Hadley	Barbara sands, Sheila Bradburn, Jo Preece

## Spring Term

<b>BOOK MODERATION</b>	<b>MONITOR</b>
Science	Maria Boix
English	Jo Preece
Maths	Maria Boix
French/Music	Lizzie O'Dell
R.E.	Barbara Sands
DT	Sheila Bradburn
Geography	Nina Prout
History	Liane Hadley

## Summer Term

<b>PUPIL INTERVIEWS</b>	<b>INTERVIEWERS</b>
English	Jo Preece
Maths	Maria Boix
Science	Maria Boix

French	Lizzie O'Dell
R.E.	Barbara Sands
Geography	Nina Prout
History	Liane Hadley

Cover will be provided if additional time is needed. The Head will drop in on lessons observations with little or no notice. Appraisals will be carried out annually.

This policy was adopted at a meeting of

Hopelands Preparatory School

Held on

October 2015

Date to be reviewed

October 2017

Signed on behalf of the senior management team



Name of signatory

Sheila Bradburn

Role of signatory

Head

Signed on behalf of the Governing Body



Name of signatory

Richard James

Role of signatory

Chair of Governors