



Amble First School Marking Policy

"Marking is an integral part of teaching, an opportunity for children to improve their learning and a way of ensuring no pupil gets left behind."

Marking and Feedback, Ian Dawson

Purpose

Marking and feedback has three purposes.

To help pupils:

1. Understand what they have done well
2. Understand how to improve
3. Make visible signs of improvement as a result of feedback



To achieve this we use active marking

1. **Celebrate** - Highlight good learning specifically but avoid generic praise. Praise can encourage pupils and lead to progress, but not if it isn't earned. Praise cements learning / recognises improvements that have happened.
2. **Corrections** - spelling, capital letters, presentation, silly mistakes - *you are always trying to reduce the need for this marking.*
3. **Clarification** - information missed out, a slight misunderstanding, an element of the learning outcome not met.
4. **Challenge** - extending breadth and depth of learning

This may be done through comments, questions, discussions or diagrams that help the pupils to understand.

Consistency

The three purposes of marking should be evident in **all classes in all subjects** throughout the school.



The teachers will show this in books by:

'Pink for Think' and 'Green for Go'

Consistency

1. Showing success

The teacher finds the best place/ places in the child's work that link with the learning objective and then highlights them with a green highlighter (not too much). This avoids having to write things that will provide too much information for the child to assimilate. The children need to know the 'green for go' rule that this green highlighting shows.

2. Indicating Improvement

The teacher uses a pink highlighter to indicate precisely where on the work improvement could be made (again avoids using too much text). The children need to know and understand the 'pink for think' message.

3. Giving an improvement suggestion - shown with a pink dash

The teacher writes down an improvement suggestion to help the child know how to make a specific improvement using the **active marking four C's**.

With young children, or children with SEN these prompts are usually immediate and oral.

Time must be given for children to respond at the beginning of the next session.

Extended Writing

At the beginning and end of a literacy unit (Hot and cold write), an extended piece of writing should be marked in depth (see literacy expectations for further clarification). It should be marked against a marking ladder and fed back to children with 2 stars and a wish. The children should have opportunities to work on this wish and it should become a target for the next piece of extended writing.

Maths marking/ Learning Objectives

Steady steps are used at the beginning of each topic to provide a linear set of objectives in line with the new curriculum. The steps are highlighted to match the understanding the child shows:

Emerging
Developing
Secure
Mastering

Learning objectives in any pupil book will be highlighted using the same code to provide clarity of pupil progress and continuity across the school.

The children will respond to marking:

Promptly to achieve maximum impact. Most pupils learn by **actively engaging**. You are wasting your time writing about what they should have done. Get them *doing* it, *teaching* it, *asking* and *talking* about it and you are more likely to help them **LEARN** it.

Green for growth

It is essential, that in each lesson, children are given a chance to respond to marking. This should be done as soon as possible and (if it is a written response) in a **green** pen so it can be easily identified. The children should be taught "*green for growth...grow your learning...*" This code should be displayed and discussed with the children so that they can show understanding independently and taught as part of our core values.

Verbal Feedback

Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking should be developed.


Where verbal feedback is given for pupils' recorded work, it is often appropriate to use 'key word marking' which is an indication that feedback has been given. This is to help both the pupil and the teacher remember what was discussed so the work can later be checked for visible signs of improvement.

Self- Marking

Self -marking and peer marking allow children to have a better understanding of the process by getting involved. It is a quick and effective way of getting a snapshot of progress in a lesson, if the children mark or evaluate how they are doing.

Agreed Marking codes

All teachers have stampers for; two stars and a wish. The following codes should be used across the school:

A	Capital letter
.	Full stop
Sp	spelling
	Finger space
^	Insert missing word / letter/ phrase
?	What do you mean
Gr	Grammatical error
and	delete
✓	Well done, all correct
I	Independent
S	Supported
VF	Verbal Feedback

Evaluation

Regular work scrutiny and discussions with the pupils will be undertaken by senior leaders to ensure the three purposes of marking are of a consistently high quality throughout the school.

