



# Bell Farm Primary School Marking Policy



Bell Farm aims to develop positive learning attitudes among all pupils, encouraging perseverance, independence and increasing confidence through acknowledging and building on the child's previous learning experiences. Bell Farm aims to provide high expectations for all pupils in all areas of our diverse curriculum. The school provides a supportive environment where children feel secure, respected and able to make a valued contribution.

## Objectives

- To recognise, encourage and reward children's effort and achievement, and to celebrate success
- To provide a meaningful dialogue between teacher and children and clear appropriate feedback about strengths and weaknesses in their work
- To improve a child's confidence in reviewing their own work and setting future targets by indicating 'next steps' in learning
- To indicate how a piece of work could be improved against success criteria
- To help children develop an awareness of the standards they need to reach in order to achieve appropriate NC levels
- To involve parents in reviewing their child's progress and to help reporting to parents
- To inform future curriculum planning

## Learning and Teaching

If children are to develop as independent learners with an awareness of their own strengths and weaknesses as well as areas for development (next step targets) it is essential that;

- The '**pink for think and green for go**' system is used consistently in every class, in every subject
- Feedback is as fast as possible
- Feedback forms part of an ongoing dialogue between child and member of staff
- Children are aware of the success criteria for the lesson/piece of work
- The success criteria are appropriately matched to the learners and marking focuses specifically on the success criteria
- Comments written by the teacher are read by the child and responded to/reflected upon
- Children's individual targets are referred to

**TEACHER HANDWRITING MUST ALWAYS MODEL A NEAT, LEGIBLE AND CURSIVE SCRIPT.**

## Frequency of marking

Every piece of work must be marked and this should be marked ready for the next lesson. However we understand that due to after school meetings or staff absence, very occasionally, this may not be possible. Therefore, in a child's exercise book, there should only ever be 2 pieces of unmarked work.

Across the curriculum, there should be at least three pieces of work for every child marked 'in depth' each week. This means Literacy, Maths and one other piece.

## Literacy

In depth marking at least once a week.

Daily marking to include some next steps. This must include some self-assessment and peer marking.

### **In depth marking in Literacy**

- Pink and green highlighters to highlight words and phrases in the child's writing.
- A 'green' positive comment
- A 'pink' next step or area for development. This must include a question for the child to respond to. The child writes their response in a pink bubble. This may then be responded to by the teacher.
- Spelling corrections – up to 5 words (HFW or appropriate to the child's year group and ability) The child responds to this by carrying out LSCWC up to 5 times for each word. (The progression should be 1 word with 1 correction in Yr R leading to up to 5 words and 5 corrections in KS2)

A piece of writing is assessed for each child, at least once every half term. Independent work stampers and evidence of attainment/moderation stickers.

## **Numeracy**

In depth marking at least once a week.

Daily marking to include some next steps. This must include some self-assessment and peer marking.

### **In depth marking in Numeracy**

- Pink and green highlighters to highlight children's work
- A 'green' positive comment
- A 'pink' next step or area for development. This must include a question for the child to respond to. The child writes their response in a pink bubble. This may then be responded to by the teacher.
- Modelling – The teacher must model good methods and 'workings out' and expect the child to respond to these by using these methods to complete next steps and corrections

Independent work is reviewed and assessed for each child, at least once every half term. Independent work stampers and evidence of attainment/moderation stickers.

## **Science or Foundation Subjects**

In depth marking at least once a week in one of these subjects.

All work to be marked.

### **In depth marking in Science and Foundation Subjects**

- Pink and green highlighters to highlight children's work
- A 'green' positive comment
- A 'pink' next step or area for development. This must include a question for the child to respond to. The child writes their response in a pink bubble. This may then be responded to by the teacher.
- Marking should be linked to the success criteria for the lesson and the child's Literacy and Numeracy target as appropriate.
- Spellings corrections (see guidance for literacy) as appropriate

## **Assessment for Learning**

Children must draw a green, orange or red spot next to the learning objective and success criteria to represent a traffic light to show their understanding and to inform the teacher of this.

## **Peer Marking**

Children use the '**pink for think and green for go**' policy to review another child's work. This may also include some or all of the other in depth making guidelines.

## **Assessing work**

A piece of writing is assessed at least once every half term for each child. Independent work in Numeracy is reviewed and assessed for each child at least once every half term. The Independent work stampers and evidence of attainment/moderation stickers are used.

## **Stampers**

These should be used in all subject areas as appropriate. All assessed work must be independent work so these stampers should be used together.

- Verbal Feedback given
- TA assisted work
- Independent work
- Target achieved

## **Monitoring**

Planning is regularly reviewed by the SLT and subject leaders to ensure that success criteria are clear, concise, child friendly and appropriately challenging. SLT observe lessons with a focus on effectiveness of learning outcome. SLT and subject leaders sample work in various forms across the school with a focus on quality of written feedback and to ensure the consistent use of the school marking policy.

## **Equal Opportunities**

Staff at Bell Farm have appropriately high expectations for all pupils. Feedback to children is designed to motivate and support children's learning by identifying strengths and detailing next steps. Children are directly involved in the process of setting targets through self-evaluation activities during lessons. Feedback is designed to ensure that all children are supported in their learning to ensure that expected rates of progress in learning are achieved and sustained.

### **Marking Guidelines**

Staff at Bell Farm know that immediate feedback is the most effective. This is most likely to be oral and during the course of the lesson. Where teachers mark orally the indicator in the child's book will be a 'verbal feedback' stamper. Current educational research underpins this approach (Black & Williams, AAIA, Clarke *et al.*)

To ensure consistency across the school the following principles for effective marking are followed.

Effective marking should;

- Frequently be verbal
- Be closely linked to the success criteria
- Be specific
- Be concise (7-9 words)
- Be easily accessed by the child
- Be prompt
- Where appropriate indicate a next step to improve marking

**Time must be planned into lessons for pupils to interact with and respond to comments.**

### **Marking Code**

<b>Mark</b>	<b>Indicating;</b>
SC met	The child has successfully met the success criteria for the lesson
Hp	House Point awarded for effort/achievement

### **Policy review**

This policy will be reviewed in keeping with the Policy Review Cycle. This planned programme of review puts subjects together that have common strands of learning, and is included in the annual School Improvement Plan, published in the Spring term of each year.

<b>Status of Policy</b>	<b>Date</b>
Policy created	May 2013
Policy last reviewed	May 2017
Agreed by Staff	May 2017
Agreed by Governors (C & L Committee)	May 2017
Review	Every two years (May 2019)