

# **Wolsingham Primary School**



## **Quality Marking and Assessment for Learning Policy**

Date agreed and ratified by Governing Body: (May 2024)

Date of next review: (May 2027)

Headteacher: S. Kitching

Chair of Governors: L. Clark

## **Rationale**

To ensure that all children have their work discussed and marked in such a way that feedback will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

## **Aims**

- To ensure children progress, knowing their achievements and what they need to do next.
- To ensure planning is amended in order that the teaching and learning meet the needs of all children
- To have a consistent approach that measures school progress against national standards.

## **Principles**

Quality marking of children's work can take different forms and involves both written and verbal feedback.

We endorse the following principles of effective marking and feedback:

- Whenever possible teachers should provide individual, verbal feedback to children.
- Feedback, either written or verbal, should be integral to lessons and should provide a dialogue between teachers and children that addresses errors and misconceptions at an early stage
- Marking and feedback should be linked to learning intentions/ objectives/ success criteria / personal targets
- Teachers should look for strengths before identifying improvements when marking work.
- Children should be given specific time to read, reflect and respond to marking and feedback
- Children should be encouraged to mark, self-evaluate and peer-assess
- Feedback and marking practices and procedures should be keeping in with the school policy on assessment
- The outcomes of marking should be used to inform teachers judgements concerning children's progress and to inform teacher records and reports
- Stakeholders should have the schools marking and feedback procedures explained clearly to them.
- Marking and feedback practices should be manageable

## **Monitoring and Evaluation**

All marking should be in accordance with the agreed symbol and feedback format (see Appendix 1 and 2).

A review of samples of work is carried out on a regular basis to monitor the implementation of this policy. The findings of reviews are shared with staff.

The performance indicators will be:

- improvement in children's achievement and attainment
- consistency in teachers' marking across phases
- participation of children in the process

### **Special Educational Needs**

- In marking the work of children with special educational needs, teachers assess progress towards each individual's targets
- Children receive verbal or written feedback in accordance with their ability
- Children are encouraged to recognise their successes and supported to make improvements

### **Equal Opportunities**

The marking and feedback policy and procedures, encourage the practice of inclusion for all.

### **Governors**

The governor responsible for assessment, marking and feedback is involved and regularly informed/updated.

## Marking Policy



### **Formative marking - all subjects**

- All work should have an objective slip indicating (the date - Year 1 only), learning challenge (objective) and success criteria for each task for the lesson. (Appendix 2)
- All marking should be in green pen (class teacher), PPA Teachers, Supply Teachers and Student Teachers should initial all work marked.
- Work should be marked initially to the Success Criteria (SC) for the task (as detailed in lesson planning / on the objective slip at the beginning of the piece of work), but should also take into consideration the needs/targets of the individual pupil. Examples of where the pupil has achieved the success criteria should be marked with a tick. Double ticks should be used to indicate an element that is particularly good for that individual child.
- Spelling/ Grammar and Punctuation – errors should be indicated to pupils by writing sp in the margin to indicate a spelling error; G in the margin to indicate a grammar error and P written in the margin to indicate a punctuation error. These errors should then be corrected by the pupil. Errors should be carefully linked to the ability of the pupil and spelling errors should particularly reflect high frequency words and spelling rules that have been taught.
- Providing tasks (consolidation or extension) – A T should be used to indicate to children that they are required to complete a task. Tasks should be focused on a skill and should be easily carried out by a pupil within 5 minutes. Tasks should be completed in purple pen.
- Mathematics - Consolidation tasks should be given when a child requires more practice or more information about their work e.g. asked to complete corrections, given a modelled example and asked to complete a similar question. Extension tasks should be given when a child has shown that they are confident with the work and need to be extended to the next level of the objective being taught. This could include asking the children to complete questions which use larger numbers or a question that asks children to apply the knowledge they have been practising.
- English - Tasks may ask children to correct writing by inserting missing punctuation, exchange or insert vocabulary or rewrite a particular sentence to improve it. Modelled examples may also be given by the teacher for children to mirror or complete.
- Peer Assessment – post it notes should be used with two stars and a wish to peer assess this can then be stuck to the piece of work being assessed.
- In Foundation subjects, spelling corrections should include new topic words. Where relevant, the teacher's comment should include a question to help further pupil understanding eg: Do you know any other facts about sea horses? When marking pieces of art work, the skill being taught will be marked and not the completed piece of work, unless this is part of the success criteria.



### KS1 Marking Symbols

|     |   |
|-----|---|
| ✓   | Correct / SC achieved                         |
| ✓✓  | Particularly good element for pupil           |
| ●   | Incorrect - no correction required            |
| ● C | Incorrect - correction required               |
| ○ T | Task to complete (consolidation / extension)  |
| ○ ! | Unacceptable presentation                     |
| ○ R | Remember ...                                  |
| CL  | Correct capital letters                       |
| FS  | Correct full stops                            |
| RR  | Re-read work and check for sense              |
| ↔   | Finger spaces                                 |
| 🔍   | Find a better word                            |
| VF: | A few words about the content of the feedback |
| VF: | Verbal feedback given                         |
| GA  | Guided activity                               |
| AS  | Adult Support Given                           |



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## Lesson objective Slips

## Maths and English

- Bronze Challenge (Support) Task
- Silver Challenge (core) Task
- Gold Challenge (Application) Task
- Platinum Challenge (Application +) Task

Pupils should tick which of the tasks they have completed during the lesson.

Year 1 – Date included

01.01.2025

**Learning challenge:** 0

**Bronze SC:**

**Silver SC:**

**Gold SC:**

**Platinum SC:**

Years 2 - 6

**Learning challenge:** 0

**Bronze SC:**

**Silver SC:**

**Gold SC:**

**Platinum SC:**

**Extended Writing** – Separate learning objective slips should be provided. Pupils should highlight evidence of success criteria being met within writing indicating the relevant colour on the learning objective slip.

 **Learning challenge:** To write with purpose in context of  
**Success criteria:** I can include:

| Pupil | Teacher |
|-------|---------|
|       |         |
|       |         |
|       |         |
|       |         |
|       |         |



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