

King George V Primary School



Moving Learning on Policy

At King George V Primary School, we believe that marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour which leads to an improvement in standards.

PURPOSE

The purposes of our marking policy are:

- to assist learning
- to provide information for assessment and inform planning
- to encourage, motivate, support and promote positive attitudes
- to promote higher standards
- to correct errors and clarify misunderstandings
- to recognise achievement, presentation and effort
- to provide constructive feedback
- to show pupils that we value their work
- to allow pupils to reflect on their past performances and to set new targets together with the teacher.

KEY PRINCIPLES

At King George V marking should:

- **follow consistent practice throughout the school** (see attached expectations and guidelines)
- be obvious on every piece of work
- be constructive
- be related to needs, attainment and ability
- be related to specific learning objectives and curricular targets which the pupil should know in advance
- ensure that pupils know how well they are doing and what they need to improve to make further progress
- provide pupils with opportunities to assess their own work and that of others
- work should be marked as quickly as possible, a child should never have a book returned that contains unmarked work

□ comments should be written on the lines and demonstrate a high standard of handwriting and presentation

EFFECTIVE MARKING SHOULD:

- o Provide clear feedback to pupils about the strengths and weaknesses in their work
- o Recognise, encourage and reward pupil's effort and progress
- o Provide a record of pupil's progress
- o Encourage pupils to strive to improve
- o Direct pupils to what they need to do to improve their work
- o Help parents understand strengths and weaknesses in their children's work

SUCCESS CRITERIA

We know our policy is working if:

- there is evidence that work is marked regularly and in line with whole school policy, as outlined in the appendix to this document
- there is evidence that marking is being used to inform planning
- through monitoring activities children can articulate how the teacher's marking helps "move their learning on"

MONITORING

We will ensure that this policy is being used consistently and effectively throughout the school by sampling marked work. This should be carried out by phase leaders and subject leaders in the first instance. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff.

HOW WE MARK AT KING GEORGE V PRIMARY SCHOOL

This policy was written in consultation with staff and was implemented with effect from MONDAY 16TH MAY 2016.

In the appendix to this document the expectations of marking are made clear.

Key features include:

- All teachers mark in red pen
- Developmental tasks in English and Maths will be set each week.
- Extended writing to be marked using two stars and a next step (footstep)
- Symbols and highlighter colours were agreed
- How we mark spellings was agreed
- Developmental tasks were clarified
- Two stars and a step marking was clarified

□ Expectations for presentation were made clear

The appendix to this document expands on all of the above bullet points

All teachers are expected to mark in accordance with the expectations at all times

REWARDS

These will be in the form of gold stars, stickers, positive comments, house points and where relevant praise pads and certificates.

This policy will be reviewed in line with the school development plan.

Date: May 2016

Review: September 2016

King George V Primary School



APPENDIX

The appendix contains the following documents that outline how teachers mark at King George V Primary School.

1. Marking Expectations - as agreed on 25th April 2016
2. Additional Guidance for Presentation
3. Developmental Task Statement and Two Stars and a (next) Step Statement
4. Symbols and Codes

King George V Primary School



Moving Learning on Policy

Document 1

Marking Expectations agreed on 25.4.16

NB: The purpose of all marking is to support moving learning on.

Issue / Area	Decision / Expectation
Presentation Expectations (date etc.)	See separate guidance sheet
Marking Codes	See separate guidance sheet All codes need to be displayed in classrooms and all other learning rooms/areas and for children to refer to.
Correction of Spellings	<ul style="list-style-type: none">• High frequency words that are applicable to the year group to be highlighted/corrected• Mathematical vocabulary to be corrected• Key words in other areas of the curriculum (eg. Scientific vocabulary)• Spellings to be corrected above the incorrect word or highlighted orange for children old enough and/or able to look up spellings and make corrections independently.• Key Stage 2 to miss a line between each line of draft writing to leave space for teacher's marking• Key Stage 1 will not miss a line
Frequency of Developmental Tasks	<ul style="list-style-type: none">• Each child to have developmental tasks in English and Maths each week• Developmental tasks to be written in books• A short amount of time (2 or 3 minutes) to be given during morning task time or at beginning of each lesson for children to address developmental tasks. Children who may not have a developmental

	<p>task to complete can review their work from previous lessons, and consider any other comments made by the teacher.</p> <ul style="list-style-type: none"> • See additional guidance on Developmental Tasks
Indicating where support has been given	<ul style="list-style-type: none"> • (TA) to be written where a member of support staff has supported and/or marked a particular piece of work • Supply staff will be asked to initial marked work • Class teachers who mark books in a different class will initial marked work.
Pen Colour	<ul style="list-style-type: none"> • Teachers should mark work in red.
Self-Assessment	<ul style="list-style-type: none"> • Children to traffic light next to LO how they think they have done in each lesson (Red, Amber, Green) in English and Maths • An amount of time at the end of the lesson should be given for the children to do this • Older children may record comments reflecting on their achievements. These should be specifically made with reference to given success criteria.
Two stars and a (next) step	<ul style="list-style-type: none"> • All pieces of extended writing should be marked using two stars and a step. • The stars to be two positive elements of the work • The step is a "next step" statement (see additional statement on two stars and a step marking)
Other	<ul style="list-style-type: none"> • Teachers should mark all pieces of work unless a member of support staff has been working with a group of children on a specific task • All work should be marked as soon as possible after it has been completed and at least before the child has that book returned to them

King George V Primary School



Moving Learning on Policy

Document 2

Additional Guidance

Presentation Expectations

- Children do not write on the top line of English books (except for the date)
- The date goes on the top left of page (long date for English, short date for Maths)
- Miss a line after the date for the learning objective
- Learning objective is indicated by 'I am learning to...'
- Miss a line and write the title if a title is required
- The date and title/'I am learning to...' should be underlined

King George V Primary School



Moving Learning on Policy

Document 3

DEVELOPMENTAL TASK STATEMENT FOR KING GEORGE V PRIMARY SCHOOL

The purpose of developmental tasks is to move the learning on and is an integral element of the personalised learning of Assessment for Learning agendas.

Process & Procedure

- Developmental tasks to be written by the teacher
- All pupils are to be given opportunity to complete the Gap task (e.g. 2 to 3 minutes at the start of each English and Maths lesson. Children who do not have a task respond to their marking in some other way.)
- Developmental tasks are to be personalised to the individuals needs
- Developmental tasks have a clear learning improvement focus
- Pupils will have developmental tasks for both English and Maths regularly.

TWO STARS AND A (NEXT) STEP MARKING STATEMENT FOR KING GEORGE V PRIMARY SCHOOL

- Two stars and a step marking will be carried out for each piece of extended writing that a child completes
- A step suggests how a child could improve their writing next time or reminds them to include something extra next time.
- Examples of steps could be:

Next step, include more direct speech in your stories

Or Next step, apply ...to decimal numbers now that you are secure with whole numbers.

King George V Primary School



Moving Learning on Policy

Document 4

Additional Guidance

Codes for progress against Learning Objective:

Green highlighter - achieved (also used to indicate where learning objective has been met or where an aspect of work is particularly good)

Orange highlighter - working towards or not achieved (also used to indicate where corrections need to be made or where work could be improved)

Other codes:

- VF - "discussion" verbal feedback has been given
- T - Teacher supported
- TA - Teaching Assistant supported
- (note: if no code of T or TA is in book, it will be assumed that the work was independent)
- I - "Independent" this may be used to highlight that a particular child has worked independently
- A dot will be used to indicate an incorrect answer in Maths. Teachers should ensure, however, that a child does not have a long run of consecutive dots.

Other notes:

- Teachers should ask supply teachers to initial where they have marked work
- Teachers should initial if they have taught a different class and marked the books

