

Children & learning at the heart of our CARE-ing community	<b>Old Fletton Primary School</b>  <b>Marking Policy</b>  Version 9
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<b>OUR ASPIRATION FOR OLD FLETTON PRIMARY SCHOOL</b>	
<b>STANDARDS</b>  <i>The level of learning for our pupils</i>	We are acutely aware of the need to provide work for children that provides challenge and support that enables them to aim high and achieve greater standards - recognising OFSTED will evaluate if teaching is outstanding in school by paying attention to "how written and oral feedback is used to promote learning" pg 13 2018
<b>ADULT'S ROLES</b>  <i>All staff are responsible for feedback to pupils on their learning achievements</i>	'Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.'  Our aim is for all children to receive high quality oral and written feedback during <b>and</b> after a particular lesson; supporting the pupil with their next steps in achieving greater standards <i>in their learning whilst maintaining a realistic eye on workload.</i>
<b>CHILDREN'S ROLES</b>  <i>Children to engage in the marking process</i>	Our ultimate aim if for all children to be able to respond to marking regularly in a positive and meaningful way that demonstrates their understanding of what is expected of them and yet a way that is not constantly demanding and that inhibits them enjoying the satisfaction of completion in a learning experience

- Why is there a need for a marking policy** ✓ Although much of an adult's time is spent dealing directly with children, there is an opportunity to impact on their learning achievements through marking, which, when done well, can impact greatly. However there is a need to be mindful of workload issues for staff in order for them to fulfil all other professional duties
- What is the policy for?** ✓ The policy is for all members of the Old Fletton Primary School community so that there is common understanding about what we expect from everyone - **meaningful interaction with pupils about learning, during and after a learning experience.**
- Who has devised and contributed to this policy** ✓ This policy has been initially devised by the Senior leadership team - in consultation with staff in the school. February 2018  
✓ Pupil voice through class representatives was also sought (Feb & March 2018)
- How will this policy be communicated?** ✓ This policy is available in the head's office and is online on the school's website. -
- How will this policy be monitored?** ✓ **3 Weekly monitoring by SLT through book scrutiny**  
✓ twice yearly updates on marking standards will be reported by the head teacher through the SEF updates  
✓ Policy will be reviewed in line with other linked policies in the Autumn as required  
✓ Governors will be able to look at randomly selected books as part of their linked phase work

Purpose:

Our marking policy aims to promote our core values of CARE, with particular reference to celebrating success and aiming high...



We strongly believe that marking should celebrate a child's learning achievements and move them forward in their next steps of learning, whilst still being a manageable process for the adults involved.

Based on the research by Professor John Hattie, the rewarding of effort is not of primary concern and so banal comments such as "well done you have worked hard today" will not be acceptable, although we will acknowledge exceptional effort alongside learning achievements. We will celebrate the learning process.

All children are entitled to regular feedback on their learning.

Therefore all teachers will mark work and give feedback as an essential part of the assessment process. Adults should remember that **Lily stickers** in themselves do nothing to close gaps in understanding, or to bring about improvements and thus should only be used when a meaningful dialogue has taken place about the learning that has been achieved and stuck in their learning passports.

We will focus our marking on the learning objective set, however in order to raise standards and encourage children to produce work of a consistently high standards teachers will challenge on spelling, grammar, handwriting & presentation if the teacher believes the child has not applied knowledge or skills they should know.

The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self esteem. The learning experience should be challenging enough that errors may occur as new ground is covered, but not so challenging that children only experience failure in a task.

At Old Fletton we value the professional judgement of the adults working with the children and thus the extent of the response to a piece of work is determined not by the number of errors found in it, but by the knowledge that the adult has about a particular child. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.

Books will be monitored by the SLT on a 3 weekly basis in order to quality assure the marking in school and to provide feedback to colleagues offering guidance & support where necessary. Governors will also monitor the policy and will receive updates from the headteacher as required or requested, usually part of the SEF & termly Head's reports

In order to balance the need for rigour and drive towards excellence & also meeting a teacher's well-being and work-life balance we acknowledge that marking needs to be simplistic and effective.

Prioritising in class marking at the point of completion and minimising the time spent after a lesson. We expect the following.

- ★ Children to indicate through symbols whether the task was independent.  or paired 
- ★ Learning intention is written or placed in the book - Adult will  if the LI has been achieved within the session
- ★ During the session symbols will be used to indicate the intervention by the adult:
  - S - Support given in the session**
  - C - Checking required by the child (adult support *not* given)**
  - I - Improvement pointer or reminder given**
  - P - Praise with purpose given - specific about the process/learning - not effort**
- ★ A maximum of 10 minutes at the end of the session can be used for 'Assessment for Learning', allowing instant feedback and checking for children and lessening the amount of after marking required. This peer marking and/or self review should be carried out in Purple Polishing Pens to be clear it has been done by a child or in Literacy, Yellow highlighter for their 'time to shine' and show you where they are particularly proud of their achievement. (The adult will  if they agree with the child's self review)
- ★ Up to a maximum of 2 bullet point targets maybe set for points to improve - Children will respond with their **Purple Polishing Pens** the next day - sanctions to be applied should they not thus supporting their ownership of improvement. (PL/ND/SL to be made aware of repeated apathy)

*Marking by an adult will demonstrate the highest standards of handwriting and be written in green pen.*