



# Hawkesley Church Primary Academy Marking Policy



## Rationale

At Hawkesley Church Primary Academy we believe that constructive marking and feedback helps to raise standards. Marking and feedback (written and verbal) makes tracking of learning objectives for pupils on a day to day basis manageable and feeds into the next cycle of planning for teaching. It is also an extremely effective medium for ensuring pupils are aware of their progress and how they can improve. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers and teaching assistants will mark work and give feedback as an essential part of the assessment process in line with this policy.

We understand the vital importance of marking work and giving effective feedback. Feedback, in whatever form, should be constructive and fit for purpose, whilst also being appropriate for the age of the children. Marking and feedback should be a constructive, two-way process. It should focus on success (e.g. highlighting examples of how children have achieved the learning objective) then move the learning forward by identifying areas for improvement. Teachers have a responsibility to engage children fully in the marking process so that they can respond in written and verbal form.

## Why do we mark?

- To understand where the children are in their learning so that teacher's have an accurate assessment of each child.
- To provide further challenge and move learning on.
- To provide the children with clear guidance on what has been done well in their work (green) and what they need to do next to improve (pink).
- To communicate gaps in learning to individual children, allowing them to respond and improve their work.
- To inform future planning to address the needs of the children.
- To promote independence and self/peer assessment.
- To demonstrate that we value the children's work, and encourage them to do the same.
- To boost children's confidence, self-esteem and aspirations through the use of praise and encouragement.

## Aims (taken from EEF)

There are three underlying principles for all marking and feedback. Marking should be:

- meaningful to pupils;
- manageable for both pupils and teachers;
- motivating for pupils.

## Marking and feedback in practice

Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback (Live Marking) – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of live marking.

At Hawkesley, these practices can be seen in the following ways:

Type	What it looks like
<b>Immediate/ Live Marking</b>	<ul style="list-style-type: none"> <li>• The teacher circulates the room to provide immediate written/verbal feedback <b>to as many children as possible within the lesson.</b></li> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>• May involve use of a teaching assistant to provide support or further challenge.</li> <li>• May re-direct the focus of teaching or the task.</li> <li>• Often includes highlighting/annotations/comments according to the marking policy.</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity.</li> <li>• Can involve small groups or whole classes.</li> <li>• Provides an opportunity for evaluation of learning in the lesson.</li> <li>• May take the form of self or peer assessment against an agreed set of criteria.</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching.</li> <li>• May involve written comments/annotations/highlighting for pupils to read/respond to.</li> <li>• Provides teachers with opportunities for assessment of understanding.</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks.</li> <li>• May lead to targets being set (gap tasks) for pupils' future attention, or immediate action in the following lesson.</li> </ul>

### **Marking Approaches**





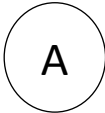
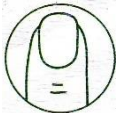

**All work will be acknowledged in some form by class teachers. This may be through simple symbols, ticks or highlighting of learning objectives.**

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking codes may be used where this is understood by pupils (see end of policy for marking codes & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

## Feedback and Marking Symbols

<b>Teacher</b>	<b>Teachers always mark in black pen. Supply teachers add initials to the marking.</b>
<b>LC</b>	Learning Conversation with child
•	To indicate an incorrect answer
	To indicate a correct answer
	Highlight Green for seen (Evidence seen related to learning objective)
	Highlight Pink for think (Work to be improved – highlighted in pink)
	Purple pens for polishing (Pupils to respond to questions and corrections using their purple polishing pen)
<b>PA</b>	Peer Assessment
<b>SA</b>	Self-Assessment
<b>Sp</b>	Spelling error on line
<b>S</b>	Work has been supported
	Start using capital letters
	Use a finger space “To keep my words in place!”
	Use a full stop to end a sentence