

# Inspirational Learning Academies Trust

## MARKING & ASSESSMENT POLICY

Reviewed in January 2017 by Mr A Irving- Director  
Next Review Autumn 2017

### MARKING

#### Rationale

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

The core aims of the marking of children's work are:

- To provide opportunities to give praise and encouragement and to show we value their work.
- To motivate children to want to produce high quality work and make progress.
- To help children to recognise what they do well.
- To help children to improve their work through the setting of challenging, but achievable targets.
- To see if teaching has been effective and inform the next steps of planning.
- To provide evidence of interactions between staff and pupils.
- To support a culture whereby children learn to build on their strengths and develop areas of weakness.

#### Good Marking

Good marking occurs when it is:

- Clearly related to the lesson objectives
- Meaningful to the individual child
- Used to inform future planning
- Positive and constructive
- Used to encourage a dialogue between staff and pupils
- Used to support the levelling of pupils' work
- There is opportunity to correct work and move their learning forward

#### Our marking should include:

- Written feedback
- The initial of the member of staff who marked the work or, where self or peer assessment has been carried out, the initial of the pupil.
- On the learning objective label it should indicate if the work has been completed with an adult (A), independent (I) or with a peer (P)
- Marking should also indicate any verbal feedback which may have taken place (VF)

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### Approaches to Marking

Marking should be undertaken as quickly as possible so that the pupil is able to make sense of it and use it constructively. Marking may be done with an individual pupil or with a group. This allows for immediate feedback and enables dialogue between staff and the pupil.

Where marking is done away from the pupil, this should be shared with the pupil as soon as possible.

Every piece of work is marked daily, with 'fix it' or 'next step' comments given in green: avoid correcting every error as this can be demoralising for a child; marking should mainly focus on particular aspects of the work as identified in the lesson objectives.

When marking, questions could be used effectively to prompt a response from the pupil.

Questions could be fairly open-ended to encourage reflection eg What would happen if....?

What do you think about...? Can you find another way to get the answer...?

Time needs to be allowed for pupils to reflect on these comments and work on improvements to their work.

Where a child has surpassed expectations of the objective and the success criteria a pink comment only may be given. This work could also receive a special sticker in recognition of the child's outstanding effort and achievement.

The level of challenge should also be addressed through marking; when a child is familiar and competent with a concept or skill, marking should show that the child has then been moved on. So, in Maths for example, after a number of calculations reflect secure understanding of a skill, children should be challenged further and not coast with the same concept.

### Homework

Homework needs to be marked with pink and where necessary a green comment.

### Peer and Self Assessment

This type of marking may be used where appropriate, providing the accuracy is overseen by a member of staff and initialled. The pupil should also initial any work they have marked.

### Marking Guidelines

Staff should write legibly and in pink and green. Handwriting should model the handwriting policy and be appropriate to the year group being taught.

A tick in pink should be used to indicate correct work. Incorrect work should be circled in green.

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### The Marking Process

Before a piece of work is undertaken, children should be clear what is going to be assessed when the work is marked.

During a piece of work, comments may be added to work to provide support and direction to them in reaching their targets and achieving their objectives.

After a piece of work, a comment should be written. Comments should relate to the lesson objectives and targets or to ongoing skills such as presentation, handwriting or spelling to ensure ongoing closing of the gaps in learning. Comments should be motivational, praising aspects of their work, and personal to the child, using their name.

Constructive criticism should target specific areas for improvement and offer clear guidance on how to improve work further. These should be presented in the form of a "fix it".

If work is not of a good standard but demonstrates that a pupil has made a good effort, then this should be clearly indicated through comments such as " (Name) , you have clearly tried hard and made a good effort with this work."

**Development statements and or fix it comments may be printed in green on labels and be inserted in the child's book if the class teacher wishes to do this.**

After work has been marked, pupils should be given the time to reflect on their previous work and address any areas for improvement. They should be encouraged to discuss comments with staff.

### Reading Diaries

Only positive comments should be written in reading diaries. Other comments regarding reading should be added to the pupil's reading record held in school.

Volunteers may use a stamper to indicate the child has read and then initial in the diary.

### Roles and Responsibilities

The effectiveness of comments and **impact on learning** will be commented upon during monitoring by senior leaders and subject leads.

## UPDATES TO CURRENT MARKING POLICY

*As a research project, following feedback from children and staff, there will be the following changes made to marking across the trust:*

### Pink Comments

Learning objective and success criteria to be ticked in pink when achieved.

***\*In English the pink pen is to be used in the margin to highlight aspects of the success criteria within the pupils writing, for example, rather than just ticking a set of brackets you would write parenthesis in the margin to show both pupil and moderator what you have found.***

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### Identification of Basic Skills

Green comments should continue to

- a) Pick up on developments/misconceptions against the learning objective or success criteria
- b) For correction of basic skills, ie. Number formation, incorrect phonic application
- c) ***\*In English the marking checker should be used to code the work when picking up on non-negotiable errors(a label to be present at the front of each child's book, demonstrating the codes in English):***
  - *Sp you need to check this word as you might already know it*
  - *CL a capital letter is missing or not needed here*
  - *P punctuation is missing or you need to check what you have used*

These comments should still provide the children with a 'job to do' to either improve or move learning on.

**The above codes are not mandatory and are only relevant for upper KS2 with lower KS2 moving towards this more independent approach to learning as children become Year 5 ready.**

### Verbal Feedback

Where adults provide verbal feedback for children this dialogue should be recorded by children - a record of the discussion should be written in green pen and any recommendations/improvements the teacher has made.

This should be age appropriate, ie. For Year 2 classes, key words can be recorded from the discussion, rather than a full record of the dialogue. In Year 1 - this training can begin in the Summer term for Year 1 children, unless the teacher feels children are ready for this earlier.

If verbal feedback is given at a mid-point to a lesson, ie. In a mini-plenary, the code VF, should be used so that the impact of the feedback from that point can be seen.

### Codes

VF - Verbal Feedback

A - Assisted Work

I - Independent

### Early Years

In Nursery during the first term - pink comments only. Should a child be ready for green comments earlier than this then this can be introduced at the discretion of the practitioner. In Reception, pink celebratory comments can still be used. Green comments to focus on letter/number formation and phonic skills.