



Crabtree Junior School

Marking, Presentation and Pupil-Objective Setting Policy

This policy forms part of a whole-school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

Marking

Marking children's work is an important part of teacher assessment. The way in which children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements.

Reasons for marking

- To provide a dialogue between teacher and children and clear appropriate feedback about strengths and weaknesses in their work.
- To recognise, encourage and reward children's efforts and achievement, and celebrate success.
- To improve a child's confidence in reviewing their own work and setting future objectives, by indicating the 'next steps' in learning.
- To indicate how a piece of work could be improved against assessment criteria- with reference to the progressive stages within Bloom's taxonomy.
- To give pupils an awareness of their own learning journey to help them to achieve and exceed age- related expectations within the National Curriculum.
- To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- To provide evidence of assessments made and help moderate the interpretation of learning intentions and objectives achieved.
- To inform the teacher and aid curriculum planning.

Marking should be positive, clear and supportive. It needs to provide positive benefits to staff and children and the outcomes need to be fed back into planning.

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development, it is essential that:

- They are made aware of the learning objectives for each lesson and of the criteria against which their work will be assessed.
- The learning needs of the individual child are understood and work is matched and marked appropriately.
- Where appropriate, marking/feedback is linked directly to the learning objectives. In addition, where there are repeated common errors in fundamental areas such as: spelling, punctuation and grammar, these **MUST** be addressed.

Wherever possible marking/feedback takes place with the children, e.g. as part of the plenary or when staff are working with a focus group. It offers guidance as to the extent to which learning objectives have been met and suggests the next steps children might take in their learning so that they take some responsibility for the evaluation and improvement of their own work.

Guidance for presentation/marketing/feedback

Styles of marking will vary from teacher to teacher, however the following guidelines are to ensure consistency between staff and across subjects. The following shows teachers steps to be taken when marking. A child-friendly crib sheet explaining the following to children is stuck in pupils' books.

Every lesson:

- ✓ Where met, objective highlighted pink.
- ✓ B, A, A+ or D (nothing where pupil has not yet reached a basic level of understanding) to be highlighted on the WALT.
- ✓ A brief positive comment e.g. Well done for... Thank you for trying your hardest!
Outstanding use of Great partner/independent work!

At least twice per week:

- ✓ Feedback marking given based on learning outcomes (displayed on hook slide).
- ✓ Differentiated hook tasks/questions displayed on a slide on the board. These should normally be differentiated three ways depending on teacher assessment.
- ✓ 10 minutes should be given at the start of lessons, on these days, to allow children to complete hook tasks/questions fully and successfully.
- ✓ Children should be directed to one of the tasks using the following 'code':



- ✓ Children should complete the task, or respond to the question given, in pencil in their books underneath this 'code'.
- ✓ Sometimes, a hook task may ask a group of children to work with the teacher if they have not yet achieved a basic level of understanding.
- ✓ Other tasks may consolidate learning at a basic level or move children's learning into the advancing or deep phase.
- ✓ If children finish their own hook activity before the rest of the class, they could have a go at the next 'level of challenge'. I.e. the next hook.

PRESENTATION

- Ensure that each piece of work has the following:
 - English** – full date, underlined in pencil, WALT – underlined, line space and then title, if appropriate. If WALT is given on paper, it should be stuck in carefully.
 - Maths** – All work is to be recorded using a sharp pencil. Short date to be used, underlined, with WALT and objective stuck in underneath.
- Pencil/pen – generally, the expectation is that children **will not** use pen until the beginning of Year 4. However, if a child fulfils the following criteria, it is acceptable to commence using pen: legibility, letters consistent in size

and orientation and words appropriately spaced. Blue handwriting pens are to be used only (no biro).

- Or aim is that all children in KS2 should be joining their writing across all subjects.

English

We need to show the children that their writing has a genuine audience, someone who is interested in what they have to say and who is not reading their work merely to find errors. Children need to feel their writing is valued.

By making a pupil aware of the needs and responses of the reader, the teacher can show the pupils areas which can be developed.

We believe that correcting has its place in marking but only when it contributes to an improvement in pupils' work. Errors need to be pointed out if a pupil is to improve his/her work: which errors and how many will depend on the individual child and the learning objective. If the learning objective is not grammar or punctuation based, an occasional obvious mistake may be corrected in order that the piece can be understood.

In writing, in addition to marking against the learning objective:

YEAR 3 AND 4

The teacher may correct **up to** three spelling mistakes, from the focus year's related list or if these are spelt correctly, common mistakes made by the child could be picked up and addressed. These 'common errors' may form part of the child's weekly spelling practice.

YEAR 5 AND 6

For those children who are able, within extended writing, the teacher may indicate the line in which a spelling error (sp) or a punctuation error (p) has been made: the pupil should then locate the error independently and correct/edit in red pen. This is part of developing the children as self-motivated editors and analytical learners.

ALL YEAR GROUPS

Where there is evidence of a persistent misconception in application of a spelling rule or pattern, teachers should provide more specific marking. For example: record the incorrect spelling next to the correct spelling and ask the child to identify what is different.

Extended/Big Writing

Each week, the children complete a piece of extended writing, or each fortnight, they complete a piece of Big Writing. These pieces are produced by the children over a minimum of two days and are used by the teachers as both a tool for formative and summative assessments. Therefore, these pieces of writing need to be marked as followed:

- After each day's writing, the teacher is to give each child a target and task to consider and complete in their next lesson. If the writing happens over three days, this could include three next steps. One of these targets can be given verbally. "Verbal Feedback" is then written on the child's work. Should verbal feedback be given, a task is still given verbally which the child needs to complete in red.

- On the final day of writing, three tickle pinks for the whole piece are identified through peer assessment. The teacher also gives each child one last main focus target to inform him/her of their main area for development. No task is given on the last day of writing.
- Throughout the exercise, spellings and common grammatical mistakes are also picked up using the policy as outlined above.

Moving on comments should relate, primarily, to sentence and text structure so that they aim to constantly drive overall writing skills forward.

'Success criteria/ingredients/steps for success' need to be displayed within children's books or in the classroom throughout the unit taught and used as an assessment tool at the conclusion of a block of work when the children have an opportunity to demonstrate the skills learnt over that specific unit.

Proof-reading and editing:

As part of a planning progression for any unit, there should be at least two proof-reading and editing lessons. Whilst proof-reading and editing, the children should be **using red pens**. However, evidence of editing should be happening almost daily so that it becomes habitual, hence red pens should be used by children to go over their work at every opportunity.

Mathematics

The purpose of marking in mathematics is primarily diagnostic: it will inform the day to day planning for the teacher; it will communicate to the child whether or not he/she has been successful and will act as a motivator.

Comments will be made to emphasise the open-ended nature of mathematics and will encourage the child to feel safe when tackling problems.

Comments will reflect the stage of mathematical thinking that the child is at and will encourage further development.

The 'RUCSAC' method for problem solving is used across the school and marking comments should relate to understanding of the 'process'. Does the child understand how to record the important information? Does the child understand what the appropriate operation/s could be? Does the child have a 'successful' method of calculation/recording etc? There is an expectation that this method is used throughout the Lower School and as necessary in the Upper School. The RUCSAC problem solving grid should be used across the school.

Marking comments should also sometimes allow the children to use mathematical reasoning to explain their thinking and questions may be asked that support the children in evaluating their understanding and being more creative in raising questions or ideas that they might be able to explore mathematically at a greater depth.

Pupils' objectives will be evident at the back of pupils' work and worked towards each term.

PRESENTATION

Children's books have a squared and a plain side. The plain side is to allow the children to make jottings and use diagrams, for example bar-modelling, in order to explore their thinking. This does not have to stick so rigidly to the use of 'ruler' and precision presentation that we generally expect. The squared side is for more formal recording and layout should be of a more standard format. A margin may be used to differentiate question numbers from calculations. There should be a line or clear space between questions and in extended calculations the final answer should be underlined or clearly indicated. A ruler will be used for tables/graphs completed on the squared side of the book.

All mathematical work is completed using pencil.

Science, ICT, RE, Geography, History, Technology etc

Planning for pupil work related to the topic areas mentioned above should reflect two levels of differentiation.

Science – marking should be directed, predominantly, towards an understanding of the 'investigational' process. Also, clear guidance related to knowledge and understanding should develop, further, pupil progress and attainment.

Pupils' objectives will be evident at the back of pupils' work and worked towards each term.

ICT and foundation subjects – subjects will be assessed 'summatively' at the end of topic/unit work and recorded, by the teacher, in the assessment grids provided – subject leaders will collate assessment information on a ½ termly basis.

Focussed marking or feedback should be related to the objectives of the lessons and not necessarily based upon language or spelling. Open-ended questions can provide the opportunity for evaluation and analysis.
Pupil-Objective Setting

Pupils need guidance when it comes to evaluating their own learning and pupil objectives should be both supportive and challenging: pupil objectives enable pupils to understand what they need to do next to improve their work. This supports children in the knowledge and understanding stage of their learning. Only one objective is to be given to a child per lesson so that outcomes and performance can be measured effectively. End-of-year objectives will be evident at the back of pupils' books and worked towards each term. On occasion, pupils may have the opportunity to choose the objective that they would like to challenge themselves with or to create their own objectives when working at the creativity stage of their learning journey.

Monitoring of Marking

To ensure continuity of marking across the school, the following procedures are in place:

- Work scrutiny by coordinators on an **on-going basis**.
- Sharing/reviewing of marking policy at the beginning of the school year.

March 2017