

01.11.15

Responding to children's work and marking policy

Aims and values

Caring, Happy, Inspiring, Achieving

West Cliff Primary School wants:

- every child to reach his or her full potential in a climate which is fun, stimulating and exciting
- to be a school where children are safe and happy, have pride in themselves and are valued
- to be a place where there is mutual care and respect.

Rationale

- Responding to children's work is an essential part of the work of any teacher.
- The marking of work forms part of our assessment procedures and will contribute to the teacher's knowledge and understanding of a child's progress and achievement.
- Marking serves to aid the child and teacher in indicating the next steps in the learning process.
- Marking will enable the child to evaluate achievement, improve and develop performance and increase self esteem.
- Appropriate marking will further the child's learning by enabling the setting of appropriate targets and giving encouragement.



Aims

At West Cliff Primary School we want our pupils to:

- Be given daily opportunities to respond to their marked work independently or with the support of an adult
- Have their work responded to consistently and fairly by all staff.
- Contribute to their own evaluation of their progress as appropriate to their age.
- Receive feedback which indicates the next steps in the learning process.
- Understand the aspects of their work that are being marked.
- Receive feedback in a variety of ways to suit their age and the nature of the task.

The marking of recorded work is also of interest to parents and carers and to education professionals working with the child or with the school.

Foundation Stage towards Key Stage 1

In the Foundation Stage marking of children's work is only meaningful if it is carried out with the child. Verbal feedback and affirmation by the teacher or teaching assistant speaking directly to the child are the only effective way of feeding back to a very young child.

Affirming and praising effort is the most important feedback to give to young children. Praising outcome is less effective in terms of developing the child's self-esteem, resilience and perseverance.

Teachers and teaching assistants working directly with focus groups of children should feedback to the children whilst the task is being carried out or very soon after it is completed. Feedback should be as positive as possible, always picking out something the child has attempted and affirming that effort or achievement. Encouraging effort and good ideas whilst the task is in progress is good practice.

It is appropriate to write a written comment on young children's work, although for many children of this age the main audience may well be adult (parents and education professionals). Arrows, swirls and stars are used the same as the rest of the school. Stickers may also be used to reward good effort and outcome.

The award of a certificate for Friday assembly is an appropriate reward for good effort or achievement. In this case it is usually good practice if the work can be shared with the wider audience of the assembly.



Key Stage 1 and Key Stage 2

Date

All work should be dated. In KS2 the full date will be written for all subjects except for Maths, where a numerical date is acceptable. There will however be children for whom the numerical date in all subjects is more appropriate. In KS1 children will initially write the numerical date for all subjects, and the full written date will be gradually introduced.

Title

There should be a Learning Objective on all work, reflecting the learning objective. In KS1 this will be a shortened version or on a sticker. In KS2 this should be underlined

General

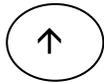
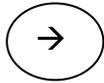
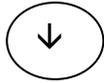
- ❖ Teachers will mark work daily, fairly and consistently. Children should be encouraged to proof read their own work and make their own corrections from the earliest stages, and respond to their feedback daily.
- ❖ Written comments will be made where the teacher feels it is appropriate. Comments will be mainly positive and should encourage improvement in future work. Comments can be the basis of a discussion between teacher and child. Comments will reflect the learning objective.
- ❖ Where possible, work will be marked alongside the child in class. Written comments by the teacher or teaching assistant marking the work should usually be made on the work unless that would spoil the work. Tokens and swirls are used to reward positive points, or L.O met.

= positive achievement of learning objective

—┐ = the next step to improve work



Self assessments may be made by the children using the following key

	L.O fully understood
	L.O. partly understood
	Having difficulty understanding L.O

- ❖ A thumbs up, level or down can be used for self-assessment by children verbally.
 - ❖ An indication if the child worked independently, with adult or teaching assistant support.
-
- All teachers, including supply teachers, student teachers and teaching assistants are involved in the marking process. A copy of this policy and the marking key will be provided for all supply staff. The policy should also be explained to parents at opportunities such as open evenings.
 - Children's work should be marked in purple.
 - Good work and effort may be rewarded by the use of tokens
 - Children should where possible, be encouraged to mark their own work and that of their peers, this especially helps them to look for certain features and aids understanding and learning.
 - A marking key will be displayed in all classrooms

Maths

- A tick is used for a correct answer.
- A dot is used for an incorrect answer.
- A circle can be put around a part of working which is incorrect.
- Where appropriate, if numbers are reversed or formed badly they should be written out in a row.



Literacy

Reading

Comments when guided or individual reading will be supportive, positive and developmental. A note in the individual reading record will enable parents to monitor progress and support their child.

Writing

Marking should reflect aspects being taught. It is not necessary to mark every error. Children will know from the learning objective, which aspects are to be marked. Where appropriate the work will also be annotated to show whether it was independent or assisted.

Spelling

For common spelling errors children are asked to self- edit where appropriate

Punctuation

Overwritten with correct punctuation with particular emphasis on those aspects being taught.

Other Subjects – not including Science

Marking will be against the learning objective, If L.O is met then a purple star is used. Next steps will only be added when a child has not met the L.O.

Responding to Work

Between 8.45 and 9.15 each morning children will have the opportunity to respond to the feedback on their work from the previous day. They will respond in green pen or pencil and will either have to check or improve previous work, have an extension task to complete, or have a reflection question to answer (see appendix 1 for more detail) The teacher will respond to the green response in purple pen again.

Target Setting

In Foundation Stage the target setting system will gradually move towards the system described below for Key Stages 1 and 2.

Every child should have a target for mathematics, a target for English and **if appropriate** an additional target. In Maths all children will have a twinkle card and will know which twinkles they are focussing on. In Literacy children will have a writing and reading group target.



Teachers may encourage children to get their targets out when they are working in maths and English especially, to keep the targets fresh in children's and teachers' minds.

Monitoring and evaluation

The assessment leader with the headteacher will monitor and evaluate the implementation of this policy.

The assessment leader will review this policy with the teaching staff following evaluation.

Reviewed: September 2008, January 2009, September 2010, Nov 12

This revision: Nov 15

Next review: Nov 2016

