



Newnham Primary School Marking Policy 2016-17

Rationale

To ensure that the feedback provided to the children within Newnham Primary School is purposeful in order to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self and peer assessment, encouraging an open dialogue between adult and pupil. Marking should have clear direction for the next steps in order for the children to progress to the next level. This policy will ensure consistency of marking across the school.

Guidelines

All work to be marked in green pen.

All marking to indicate achievement based on the Learning Objective. However wider issues should also be addressed. E.G age appropriate presentation, spellings or mathematical methods used.

Where the child has been supported this should be indicated using the abbreviation WS (with support) e.g LOA ✓ WS

All comments should be constructive and relevant to the learning that has taken place with clear next steps provided to help the children to improve further towards their target level at least once a week.

Progress and challenge should be clear in books.

House points can be awarded at adults' discretion for excellent achievement and progress. These should be indicated by **+1HP** recorded in books.

Exemplary work should be shared wherever possible through assemblies, working walls, star of the week or displays, including adult comments and marking and copied for display outside the hall. Good work should also be shared with other staff and the headteacher formally and informally. This should reflect progress in the lesson as well as attainment.

Next step marking should take place on a regular basis with a clear focus on what the children should do next to improve.

Success criteria using the school format should be utilised in order to ensure progression throughout a unit of work.

Opportunities for discussion and feedback should always be created in order that all children understand their next steps. All children should be encouraged to identify their own next steps and older children should be able to do so effectively.

All children should be commenting on adults' feedback. Younger children may indicate this through a tick and initials or adults recording the child's comments.

There should also be regular opportunities for peer evaluation and self-assessment.

Targets and levels.

Target Sheets

Target sheets need to be visible in the front of Maths and English books. Children need to be aware of their targets and be encouraged to refer back to them regularly.

In the table along the top you need to fill in the level that they ended the previous year group with and their target level for the end of the current year. Next, input the target level for each KPI point and their actual level they achieved in the box to the side.

In the main target table mark in the first column so it is clear to the child which target(s) they are focusing on. In order to achieve the target there needs to be 3 pieces of independent evidence and the date recorded of when they met it. Once you have 3 dates move on to other targets. When the sessions are delivered that cover those targets they must be highlighted Autumn orange, Spring green and Summer yellow. This will show coverage of the curriculum through the year. Have no more than 3 targets running at any one time.

If a child is working more than 18 months below age related expectations then please use a target sheet from an appropriate year group (BUT you must remember to edit the 'End of previous year' level box to reflect their actual year group).

Feedback and next steps.

All pupils should be using purple polishing pens in order to indicate that they have read their feedback. In Key Stage 2 this can be in the form of a dialogue between the teacher and pupils for the younger children this could be in the form of their name or a tick. Feedback must be in pupil language and the purple pens used regularly in order to ensure that the children understand their next steps.

Feedback needs to include a positive comment and then a clear progress/challenge point at least once a week. *For example-you have achieved the learning objective by... can you now add capital letters correctly into your work with purple pens?*

This needs to be acted on by the child to highlight the progress made, the teacher needs to check on this when marking future work.

Next steps for the future can be commented on by using an arrow- this indicates how the child can progress to the next level in future work.

The children must be aware of the policy and the symbols using as part of marking.

As part of the daily routine the children should be responding to the feedback in their books, this needs to either be at the beginning of the day or built into the lesson template.

Foundation Stage marking

Children's work is recorded on tapestry. Each piece of work is linked to the statements that the child has demonstrated in the activity or work this also indicates the age band which the child is currently working in.

Children should receive House Points for excellent work (written or otherwise) and otherwise receive stars, stickers and other rewards as part of general verbal feedback on their achievements and progress. They should be encouraged to achieve their next steps and targets as appropriate.

To be reviewed annually.