

Ladywell Green School

Policy for Marking

Adopted on: 27.6.17

Headteacher:

Chair of Governors:

Review Date:

**Introduction**

Ladywell Green School works on the principle that effective marking and high quality responses to pupils are vital to enable the best possible progress.

Feedback offers an opportunity to positively influence and shape progress, to celebrate and emphasise success.

This feedback can be oral or written, it can be informal and ‘in the moment’, or planned for.

The feedback can be from the teacher, from a peer or from the pupils themselves.

Feedback should always be presented in a way that is viewed by the child as helpful, constructive, celebratory and generating a sense of being able to succeed.

Pupils must have a meaningful opportunity to respond to the feedback and improve areas identified.

Feedback must be manageable for staff, and not create onerous levels of work.

Feedback must be consistent.

For feedback to be most effective, the pupils need to understand and take part in agreeing:

* The learning objective
* The success criteria
* The standard of presentation expected

There is a place for feedback to make reference to the dispositions of a good learner, e.g. making an effort, persevering, self correcting etc. However, vague phrases such as ‘good’ or ‘well done’ used continually without a context do not move learning forwards.

**Planning for marking and feedback**

At Ladywell Green School, the development of assessment for learning strategies and pupil response to feedback has led to planning, feedback and pupil response becoming closely linked.

In most cases, the following format is used for activities (it can vary slightly but will contain the same elements):

 L.O. The main learning objective of the activity

L.O. Write a list

Success Criteria

* Title of the list
* Write each ingredient under each other
* Include the measure
* Don’t use capitals in the list

**PA SA** S I

Next steps:

Success Criteria The elements that need to be in place for

the main L.O. to be achieved. This may be as simple as an ‘A’ to remind of a capital letter. These are ticked during marking.

PA SA Circle or colour to denote if self or peer

assessed

 S I Circle to denote **S**upport given (a + or – to

 indicate a lot or a little) or **I**ndependent work

Next steps A step for improvement, which will often come from an unfulfilled s.c. or a ‘maintenance’ need e.g. forming a letter correctly. This could be written by the teacher, a peer, or the pupil, or scribed by the teacher from something the pupil has said themselves (insert speech marks)

Where possible, pupils should be given an opportunity to respond to the next steps as soon as possible, particularly younger pupils.

Pupils are encouraged to self-correct, developing the notion that it is okay to make mistakes and change things, as this is when learning happens. The disposition of being okay about making mistakes is embodied by ‘Muddle Monkey’. From this, pupils are encouraged to use the ‘Muddle Monkey Marker’ in order to show their learning, rather than rubbing out.

Where another form of presenting work is used, e.g. Pic-collage, the learning objective must still be included with s.c. where appropriate. Each pupils attainment against these should be recorded using the tick method, with S or I written to record if support provided or individual work.

**General information**

It is expected that all work should be dated by the child or staff.

Marking and feedback should be completed with the child and during the activity wherever possible.

Green pen used by staff for marking. Supply staff to initial work marked.

Blue pen ‘Muddle Monkey Marker’ used by pupils

* denotes achievement of a LO or SC

 . denotes something to go back and check

 NS in the margin shows where a ‘next steps’ has been achieved

 C denotes writing copied

 GW denotes guided writing

Significant improvements and good work from pupils of any ability should be noted and shared e.g. celebrated in class, sending to another staff member or head teacher for praise, awarded Class teacher or Head teacher award in celebration assembly.

**Consistency**

At Ladywell Green school we aim to reach the highest level of consistency in our marking and feedback. We will do this by:

* Adhering to the principles in this policy
* Sharing our marking methods and strategies
* Discussing outcomes and new developments in staff meetings to ensure collective and consistent approaches remain in use