



*St Levan Primary school where all children  
SHINE...for life*

### **Marking and Assessment for Learning Policy**

#### **Rationale**

Marking children's work is a very important part of teacher and self- assessment. At our school our aim is to ensure all children will have their work marked in such a way that it will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment and personal target setting. Marking and feedback can be oral or written, but should have a positive impact.

We aim to develop independent learners who have the ability to seek out and gain new skills, knowledge and understandings. We want our children to engage in self-reflection and, to be able to identify the next steps in their learning. To this end we aim to equip children with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

This policy is closely aligned with our Assessment policy. Our ethos for marking is that it creates a daily, two way conversation with children about their learning. This can be recorded in different ways as defined below but the purpose is to ensure children know their work is valued, marked frequently and understand and can practice their next steps for learning. Marking also encourages rehearsal/ challenge for continued and sustained individual improvement. This is especially important in extreme versions of mixed age classes such as those at St Levan.

As a result of this policy there will be greater consistency in the way that children's work is marked and the involvement of children in the marking and assessment process across the school.

#### **The Nature of Marking/Feedback**

- Marking of children's work can have different roles and purposes at different times and should involve both written and verbal feedback provided individually by the teacher where possible/appropriate.
- Children's work should be marked regularly and frequently to inform next steps and ensure high standards through high quality teaching and learning.
- Teachers should look for strengths before identifying weaknesses when marking.
- Marking should be linked to learning objectives (WALTs) and success criteria (WILFs) which have been clearly identified at the start of every session and in planning.

- Marking should be used to inform teacher's judgements concerning children's progress and to inform teacher records and reports. Contextual comments or highlighting should be used to inform the child of success and/or to suggest routes to improvement.
- Children should know the success criteria they are working towards before undertaking a piece of work. They should understand the meaning of the marks/marking they receive.
- Marking/Feedback should include specific guidance about how to improve; concrete strategies to help children move from what they have achieved to what we want them to achieve.
- Time should be built into lessons for the children to absorb any comments written on their work or any oral feedback given. Children should have time to carry out improvements on a piece of work, according to suggestions given. For assessment to enhance learning the feedback information has to be used.
- Children should have opportunities to be involved in their own marking (self evaluation) and in the marking of the work of a partner. (peer evaluation).

## **Implementation**

The following agreed procedures for marking and correcting children's work should be implemented by all staff.

- The marking of children's work can be verbal or written.
- Children's work should be marked as soon as possible after completion and, whenever possible, with the child/ children.
- Agreed abbreviations are used in both classes in marking eg vf with speech bubble means verbal feedback.
- Both classes use purple pen for pupils self-correction and response to marking
- Highlighting objectives means objectives have been met (this keeps marking time realistic for teachers)
- Teacher comments are specific with imperatives/challenge/requests for explanation, rather than bland praise, for maximum effect
- To save similar comments across many books, marking may be referred to orally at the start of the next lesson via verbal feedback (this keeps marking time realistic for teachers)
- WALTs are used as learning objectives and highlighted by teachers as part of the marking process to demonstrate pupil understanding.

- Older children reinforce their objectives with physical actions, whilst younger children have a range of praise actions to acknowledge participation and effort eg. Whoosh! and marshmallow clap
- Children should be involved in developing the success criteria for a piece of work, particularly in Years 5 and 6, and in incorporating their own targets where necessary. Teachers should discuss with children what their next steps may be, where appropriate.
- Peer and self-marking and assessment against the Success Criteria should be developed across Years 3 to 6, with children in Years 3 and 4 focussing on elements of the Success Criteria, with clear modelling and demonstration from Class Teachers.
- Children require time to act upon this and make their own improvements, work towards their next steps, improvements to their work, and be secure in evaluating their own work and the work of their peers.
- In many instances it might be appropriate to encourage a written dialogue between child and teacher so the child will feel active in the marking process and their opinion is valued. Children should be encouraged to comment on or acknowledge that comments have been read. Children's books should demonstrate that a strong dialogue has taken place between the teacher and child in order for rapid gains in progress and development to be made.
- The use of smiley faces, stamps and other rewards should be at the teacher's discretion based on individual knowledge and needs of each child. Success should be intrinsically motivated and underpinned by our school values.

## **Monitoring and Review**

The headteacher will be responsible for monitoring the implementation of this policy by looking at books as they are completed and by looking at examples of work every term. The desired outcomes for this policy are improvement in children's learning and the raising of standards across the curriculum. It is hoped that children will be proud to 'own' their work and feel a greater sense of achievement while meeting challenging progress expectations to reach standards at least in line with those expected nationally where applicable for the vast majority of children, and all children meeting the expectations set for them.

Date agreed: March 2022

Date of Review: March 2023

