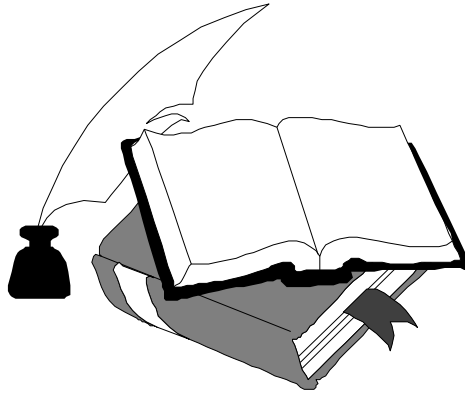


Alderman Payne Primary School



Next Steps Marking Policy

Date reviewed: July 2024

Next review: July 2026

Alderman Payne Primary School

RATIONALE

This policy reflects the school's values and philosophy in relation to giving children feedback about and marking their written work. The policy is a working document, which generates and informs good practice within our school. It is also a means of promoting learning.

Drawing on excellent subject knowledge, teachers plan astutely and set challenging tasks based of systematic, accurate assessment of pupils' prior skills, knowledge and understanding. They use well judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. (OfSTED January 2012)

AUDIENCE

This policy is for all teaching staff, supply teachers and teaching assistants who are involved in marking and feedback of any kind. It is also to inform parents of assessment for learning practices, how children are involved in their own learning and how written work is marked.

AIMS

- To raise standards
- To **ensure whole school consistency of feedback and marking**, by all who are involved in giving feedback and marking e.g. teachers, teaching assistants, students etc.
- To ensure that feedback is effective and that work is quality marked
- To assess where the pupil is and to move him/her on to the next step in learning
- To actively involve the children in their learning e.g. by use of Talk Partners, designing success criteria etc.
- To give children the skills to evaluate their own work
- To raise pupil self-esteem and celebrate success
- To ensure a manageable system enabling focus on particular groups
- To inform parents

Alderman Payne Primary School Next Steps Marking Policy

Marking of work may be oral or visual.

We mark to have impact. Marking should praise and celebrate achievement (highlighted pink), but also give guidance (highlighted green).

For future lessons, marking can inform both teacher and pupil about attainment, therefore shaping the next lesson and activities provided.

Much of our marking could be verbal (VF).

We take teacher workload very seriously. Therefore, our marking is manageable, effective and shows impact.

The forms of marking we use are:

Verbal Feedback: -

Verbal feedback is potentially the most effective form of feedback. Getting children to talk together before answering questions increases their achievement. It is the most natural and frequent feedback experience for children.

Teachers' verbal feedback needs to be focused mainly around the learning intention (WILF) of the task, and is therefore focused. Feedback can be given to an individual, to a group or to the whole class.

Written Marking:

This will include a green, pink or purple highlighter. It implies that some dialogue took place during the lesson, which will have had impact on the child's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole-class setting. The colour is a record for the teacher to monitor and track learning, re-group for the next day and is also used as a quick visual for the child on how they are progressing. This also assist staff to know who the children are who need a recap of the learning in the core subjects in the afternoon. The highlighting need only be done on the daily sticker.

Green – you are working hard but still need a little further guidance

Pink – you have achieved the WILF for that lesson

Purple – you have exceeded the Wilf for that lesson

Peer Assessment:

Peer assessment helps both children with their learning; it evaluates learning against a success criteria (WILF), and helps children improve their learning. Paired response is used verbally.

(Tickled Pink and Growing Green):

This is when ***success and improvement needs are highlighted in pink and green against the learning intention (WILF)***. This would not take place for every piece of work. We do not give written advice for pieces of work or written challenges. Rather, we spend the time on planning and teaching effective and progressive lessons for the following day based on what we have highlighted during our marking and speak to the child either individually or in a group to rectify anything that may have been highlighted in green. At least one piece in every 2 weeks will be marked in detail like this.

Editing:

Children should be involved as far as possible in the analysis and constructive criticism of their own work. We should encourage children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning.

Quality self-marking is very powerful. This will lead on to response partner work as this involves the emotional dynamics between two children.

In Ks1 and 2:

The children use a green pen to edit their own work and show improvement. This is done in Ks1 where appropriate.

In Ks2:

Words independently selected from the statutory spelling list for their group are highlighted in yellow (children do this themselves).

Words selected from our weekly spellings are highlighted in orange.

Guidance of spelling

Children are encouraged to develop their vocabulary and experiment using different words. When a child is doing a piece of writing they are encouraged to 'never dodge a good word.' They should draw a dotted line under the word to show they are not sure of the spelling. Children are then encouraged to check these words in a dictionary when finished. Teachers will use a wiggly line for words that a child has spelt incorrectly but will only select high frequency and subject specific words. Children should then write the correct spellings at an appropriate time during the week. There should be no more than three words chosen by the teacher.

In our school, the following strategies are used to give our children positive and effective marking and feedback.

These link to the age and development of the children.

The Early Years Foundation Stage:

- Talk partners
- Verbal feedback for written tasks
- Paired response - children look at each other's work in a celebratory way
- Acknowledgement marking
- Reward stickers for effort and achievement
- Thumbs up/thumbs down at end of lessons
- 'Tickled Pink' and 'Growing Green' when appropriate

Key Stage One:

- Talk partners
- Thumbs up/thumbs down at end of lessons
- Verbal Feedback
- Acknowledgement marking
- 'Tickled Pink' and 'Growing Green'

Key Stage Two:

- Talk partners
- Peer Assessment
- Verbal Feedback
- Self and Paired-marking

- Acknowledgement marking
- 'Tickled Pink' and 'Growing Green' when appropriate

Appendices:

Marking codes



Alderman Payne Marking Codes

T Teacher led

TA Teaching Assistant led



Check spelling



'Tickled Pink'



'Growing Green'



Child has identified a spelling as tricky

In KS1, teachers use stampers to highlight common errors in a visual way for children e.g. capital letters