



Marking Policy



Park Community Academy

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Rationale

At Park Community Academy, we believe that all marking should serve a single purpose – to advance pupil progress and outcomes.

Marking is an essential part of planning, assessment, teaching and learning. Through careful, relevant marking, discussion and feedback, we are able to assess what children have learnt, how they have learnt, what their strengths are and next steps and future targets. Responding to pupils' work through constructive comment acknowledges achievement, provides challenge, promotes positive attitudes and behaviour and leads to improved pupil progress.

Aims

Through our marking and feedback systems we aim to:

- Acknowledge effort, progress and attainment.
- Involve children in their learning, by giving regular feedback so that all pupils know and understand where they are in their learning, where they are going and what they need to do to get there.
- Help pupils to identify and correct mistakes and offer encouragement.
- Assess children's learning against stated learning objectives.
- Involve children in their learning by providing regular opportunities for self and peer assessment within lessons.
- Provide time for children to respond to oral or written feedback and to discuss the improvements made.

Effective marking and feedback

At Park Community Academy we believe that effective marking and feedback should be:

- meaningful,
- manageable
- motivational
- relevant
- ongoing
- relate to learning objectives
- a recognition of achievements
- allow pupils to reflect on their learning
- respond to individual learning needs
- accessible to all pupils
- consistent
- inform future planning
- support pupils to make progress and improvements
- be seen by pupils as positive in improving their learning

Feed back to children can take a range of forms (please see table below).

Positive Non-Specific	Positive Specific	Positive Developmental
"Good work!" "Excellent!" "Well done!"	"Well done, I think you've explained the process clearly using the correct technical terms." "I love the adjectives you've chosen to describe the scene."	"How could you back up your arguments with more evidence? Give an example." "I love the way you have described this so vividly. Please add a relative clause into this sentence? What effect did it have?"

- Positive Non- Specific comments can be included, at appropriate times, within comments to bolster confidence.
- However, at PCA teachers will aim to provide "Positive Developmental" comments and questions when providing feedback to pupils.

Whilst we recognise that there is a need for consistency in marking and feedback strategies within a school we acknowledge that appropriate feedback for a 4 year old will not necessarily be appropriate for a 15 year old. We have therefore devised marking systems within each key stage to ensure that the systems in place are age appropriate.

Lower Primary

1. Verbal feedback. - Staff working with the children in EYFS and KS1 recognise the importance of children receiving regular verbal feedback. Children of all ages need verbal feedback but this is particularly important in the early years and KS1 where children may be unable to read a written comment.

Staff will initially talk to the child about how they have met the learning objective and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning.

2. Reward charts and stickers will also be used as a visual way to mark children's achievement on set tasks. Staff will use the reward chart as a way to motivate children for example, 'If you are able to complete your target of fastening your coat

then you can have a sticker'. It can also be used as a reward for children who have achieved their learning intention or new skill.

The staff will use the level of language appropriate to the children's needs and this will include key words, visual prompts and sign supported language.

3. Written marking and feedback

Ticks on work are usually associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups. Live marking and live sampling is used as a way to enable children to see clearly what amendments need to be made to their own work.

4. Teacher annotations and feedback codes are used where possible to record pupil comments and evidence of the progress the child has made, this would include if a child had completed the work:

A – achieved independently H – achieved with help W – working towards

5. Prioritised marking for key pieces of work can be used to provide more detailed and specific feedback.

6. Pupil observation notes will be made of the child learning in all Continuous Provision Areas both inside and learning outside the classroom. The notes can also be based either against a specific learning objective or as a record of the child's ability in each area. The observations will be collated and inserted in to the children's EYFS Profiles /Record of Achievement folders. They will also be used as evidence for the EYFS Development matters and KS1 SATS.

The teacher uses a green pen where possible when marking to help the children start to understand the whole school colour code marking system.

7. Next steps (NS) to learning will be recorded on pupil observations, lesson plans, and annotated marking where appropriate. This will be used to inform future lesson plans, assessments and target setting. It can also provide information for homework activities.

8. There is no expectation that all activities/ practical work completed with the children must be marked / evidenced; as long as there is a clear progression of the learning taken place, this could be shown in different ways such as a pupil grid, lesson objective slip or teachers checklist.

Upper Primary

In the Upper Primary department staff use a wide variety of strategies to provide meaningful feedback to the pupils. This will include verbal and written feedback depending upon the task being completed and the developmental needs of the child. All work will be dated in order to monitor progress over time.

Written feedback will be given and take the form of ticks for correct answers, dots for work that needs further improvement and where appropriate, written comments.

Throughout the Upper Primary department a colour coded marking system will be used, however teachers will also use individual subject specific approaches where appropriate.

Green will signify that the work is correct (in relation to the learning objective)

Amber will signify work requires improvement in order to achieve the learning objective. Individual teachers will decide how this is followed up with the pupil; this will either be written or verbal and will be indicated either way on the pupils work.

The level of support received by staff is also indicated. This is used to inform the teaching staff of levels of progress made either:

Independently (I) or with support (W/S)

Stickers and reward stamps are also used to reflect this.

When appropriate the children will also undertake self and peer assessment and their work will be annotated to reflect this.

In line with the whole school behaviour policy effort and behaviour will be rewarded using the point system and recorded on Behaviour Watch.

Key Stage 3 and 4(non-accredited work)

Marking is vitally important in the secondary department as it forms a part of the learning, teaching and assessment cycle. The marking will be accessible and manageable for teachers. It will highlight places where the pupil has successfully met the learning objectives. Marking will also highlight where improvements could be made.

Marking within the secondary department will focus on the learning objective for the lesson, behaviour and effort will be reflected in the school points system and recorded through Behaviour Watch

Throughout Key stages 3 and 4 a colour coded marking system will be used, however teachers will also use individual subject specific approaches where appropriate.

Green will signify that the work is correct (in relation to the learning objective)

Amber will signify work requires improvement in order to achieve the learning objective. Individual teachers will decide how this is followed up with the pupil; this will either be written or verbal and will be indicated either way on the pupils work. Dots will be used to indicate an error. Crosses will not be used.

Any additional comments made by pupils will be in speech marks or in capital letters.

When verbal feedback is given (VFB) will be indicated on a piece of work.

An explanation of the above system will be displayed in every senior classroom and in the front of pupil's books as appropriate to support the pupil's familiarity with the marking policy.

Subsidiary marking such as spelling, grammar, tidiness of work will be decided by the individual teacher for their lesson due to the differing nature of each child.

For example one child (due to their ability) may be expected to spell most words correctly and all spelling or grammar mistakes will be picked up in literacy and other subjects.

Another child may have great difficulties with literacy and the teacher may choose not to mark spelling and grammar. In literacy the teacher may choose to focus on just one or two spellings or grammatical errors per piece of work as not to demotivate the pupil.

Other options for spelling and grammar include:

- 1) Only marking spellings that are included in a word bank or specified by the teacher.
- 2) Only marking spelling or grammar in lessons where this is an objective.

All work should be dated to show progress over time. Pupils work should also be marked as "Independent" (I) or "with support" (W/S) as appropriate.

In lessons such as PE where written work is not appropriate the pupils ability and work can be marked in the following ways:

- 1) Oral feedback – relating to the lesson objective e.g. well done you were able to catch a ball with two hands.
- 2) Coloured cards (Green, Amber, and Red) can be used in conjunction to oral feedback.
- 3) Teacher or pupil mark sheet (cookery, science, DT, art) where the skills are listed and a colour coded mark is put next to each.

There will be ongoing self and peer assessment when appropriate.

Key Stage 5

Marking continues to be of vital importance whilst the young people move through our 6th form as it forms part of the learning, teaching and assessment cycle.

The marking will be accessible and manageable for teachers. It will highlight places where the pupil has successfully met the learning objectives. Marking will also highlight where improvements could be made.

Any non-accredited work completed in subjects such as Maths and English is marked according to the KS3 and 4 policy.

Green will signify that the work is correct (in relation to the learning objective)

Amber will signify work requires improvement in order to achieve the learning objective. Individual teachers will decide how this is followed up with the pupil; this will either be written or verbal and will be indicated either way on the pupils work.

When verbal feedback is given (VFB) will be indicated on a piece of work. There will be ongoing self and peer assessment when appropriate.

Key Stage 3, 4 and 5 (accredited work)

When completing Entry Level, BTEC or GCSE marking it is important to ensure that we comply with the individual requirements of each exam board. This marking will be written onto the pieces of accredited work to highlight strengths and signpost areas for development. In line with the PCA policy all strengths will be written in green and areas for development in orange.

Post its can also be used to extend pupils understanding of how to further develop and improve their work. They can be used where additional support over and above that expected by the exam board is needed.