St. Mary's Catholic Primary School

Improvement Marking Policy

Agreed: September 2016

Accepted by Governors (Curriculum Sub-Committee)

To be reviewed September 2017

'Marking has the potential to be the most powerful, manageable and useful ongoing diagnostic record of achievement. (Shirley Clarke 1998)

Aims

The aim of this policy is to provide consistency of principle behind written feedback to children, to ensure that it fulfils the need for formative assessment and provides useful and supportive feedback to children.

Purposes of Improvement Marking

- To help close the gap between the child's current achievement and that required to fully meet the learning objective.
- To celebrate children's successes, clearly identifying where achievement has been in the work.
- To indicate to the child, where they might improve a piece of work against the learning objective.
- To enable ongoing dialogue (oral or written) between teacher and child about successes and areas for improvement.
- To encourage and motivate children
- To inform the teacher's planning and the child's next steps.
- To support formative assessment and target setting.

Principles of Improvement Marking

It will:
- be used selectively, that is not all pieces of work will be 'marked' in the same way. (For example, in literacy Cold Write will not be marked but objectives will be set, further learning will be marked against 'Can I...' and Hot Write the work will be acknowledged should all objectives be achieved.)
- be carried out with the child (KS1) or as soon as possible after the completion of the work.
- be made available to the child as soon as possible after the completion of the work, so that necessary improvements can be made.
- focus on the learning objective and success criteria for the lesson.
- indicate to the child where they have met the learning objective and where they might improve an aspect of their work, in order to better meet the learning objective.
- be a two way dialogue between the teacher and child.
- be oral feedback for younger children or the less able who cannot access written comments. This will be shown through our marking code.

The process of Improvement Marking

Not all written work will be marked in the same depth, although all work will be acknowledged by an adult.

Where Improvement Marking is used, staff will:
- identify in their planning, which pieces of work they will use improvement marking for.
    - For writing in English, this could be part way through the writing phase of a unit, before the child has completed the whole text, thereby enabling them to put the suggestions into practice as they complete the piece. Incidental pieces of writing earlier in the unit may also be selected for improvement marking.

    - For maths, children should be encouraged to show the equipment/method they used in their calculations
    Teachers can pose written questions for children as part of the marking to clarify pupils' thinking and challenge them to extend their learning. Pupils should respond to these questions.

    - For Foundation Subjects where there is a written outcome, please refer to the guidance for English or mathematics.

- mark aspects of the work directly related to the learning objective and success criteria. This will be done by highlighting areas of success using a green highlighter and areas for improvement using a blue highlighter. This will be done in an approximate ratio of 3 green to 1 blue.

- provide brief comments that will help the child improve. This might be a suggestion of something that could be added or changed or giving an example, sentence or maths problem to complete.

- reflect children's individual target(s) in the marking, indicating when they have been met/not met. This could be done with a symbol such as and will link to statements in the back of the child's book.
Personalised targets will be recorded in the front of the child's book.

- provide improvement time at the start of the next lesson or in a guided group to enable the child to make the necessary improvements.

When their written work is returned, children are given the time to respond to the teacher comments written in their book. Children will use a 'Purple Polishing Pen' to ensure it is clear where improvements have been made. Occasionally a teacher will use this time to discuss a wider learning point with a child or group.

All work will be marked in line with the 'Can I..' question. This will show the learning objective and will be marked as shown in the chart below

One tick	Task completed
Two ticks	Objective achieved
Three ticks	Objective exceeded

The role of Teaching Assistants in marking:

- Teaching Assistants will use the above process to mark the work of the group they have been working with and will be 'marking as they go' ie during the lesson. This will be identified using the TA on marking code.

- After the lesson, the class teacher will look at the work and marking completed by the TA/TA's group in order to make any necessary adjustments to planning for future lessons.

Annotating work.

Work should be annotated to indicate how it was completed as follows:

Code	Type of support
1:1	One to one support from an adult
GW	Guided work
I	Independent
SW	Shared work
TA	Teaching Assistant group
PM	Peer marked
	Oral feedback given

Self/Peer Assessment

As they grow through the school, children should be taught to self and peer assesses their work. This should be modelled by the teacher showing children how to check their work against the success criteria and with children being given the time to do this during or at the end of lessons. Children will self or peer assess with a yellow highlighter against the 'Can I..' using the success criteria.

Once children are able to self assess, they should then be encouraged to peer assess work, again assessing against the learning objective.

Marking SPAG (spelling, grammar and punctuation):

SP = spelling, G = grammar, T = tense, P = punctuation

This will progress according to the age and spelling ability of individual children.

1. Put 'SP'/'G'/'P'/'T' in the margin and underline the incorrect word. Correct spelling will be put below the finished work for the child to practice.
2. Put 'SP'/'G'/'P'/'T' in the margin and underline the word asking the child to find the correct spelling using a dictionary
3. Put 'SP'/'G'/'P'/'T' in the margin asking the child to find and correct the word.

A maximum of 3 spellings will be identified. These will usually be common exception or target words.

Responsibilities
Individual teachers and Teaching Assistants will mark within the guidelines of this policy. The senior management team will monitor the policy and practices through work scrutiny, ensuring consistency of principle across all classes.