



## ONGAR PLACE PRIMARY SCHOOL MARKING POLICY

*Ongar Place Primary School is committed to safeguarding and promoting the welfare of children. The recruitment and appointment of staff, school policies and procedures always consider the safeguarding of children as the first priority.*

At Ongar Place School we believe that assessment is an essential aspect of teaching and learning. We believe that marking should focus on success and improvement against learning objectives and success criteria and have an impact on future learning. This will enable teachers to plan work that accurately reflects the needs of each child. We aim to provide a system of marking that is consistent and continuous, across each stage within our school, to enhance children's learning.

We aim to provide children with constructive and frequent feedback that encourages them to become reflective learners; embedding strategies to improve and take next steps. Feedback should have a clear focus and encourage children's involvement, which may be through discussion or by responding to a written comment. After feedback has been given, children should have a clear view of their successes and an understanding of how to improve their work further. Opportunities should be provided for our children to read and respond to feedback and make corrections where appropriate, using their 'marking pens'.

Effective marking should:

- Give feedback to children; inform them of their achievements and the next steps in their learning
- Relate to learning objectives and success criteria for each lesson
- Give children specific praise for the success of their work, showing it is valued
- Give children clear strategies on how they can improve their work
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Show consistent codes and procedures throughout the school
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their children's work.

Marking can take place in a variety of ways, including:

- modelling
- peer marking, using their 'marking pen'
- self-evaluation, using their 'marking pen'
- verbal feedback with a child or group against the learning objective/success criteria
- marking against the learning objective/success criteria
- marking that relates to a child's target
- responding to the children's self-evaluation of their learning, using their 'marking pen'.

### **Learning Ladders**

Learning ladders will be used in all year groups from September 2015. The learning ladders are linked to the content and expectations of the New Primary Curriculum 2014.

### **Marking in English**

Writing will be marked regularly using the 'Tickled Pink' and 'Green for Growth' strategy – see Appendix 2.

Children are given time to reflect on their teacher's comments, evaluate their learning and to address the improvement areas in their writing.

Children will be given regular opportunities to evaluate their own or their peers' writing against the learning objective or success criteria.

Three incorrect spellings will be identified in a piece of writing, chosen by the teacher – priority will be given to high frequency words and phonic blends. Children are expected to correct the spelling three times in their book. Time will be given for children to do this.

### **Marking in Maths**

Maths will be marked against the learning objective or success criteria for that lesson. Children are given time to reflect on their teacher's comments, evaluate their learning and to address any improvements. Teachers will refer to children's 'next step' through verbal and written feedback.

Correct working will be ticked and incorrect work will be shown with a dot. Children are expected to make corrections in their Maths work and time/support will be given to do this.

### **General Points**

When a teacher or teaching assistant has been learning with a group or individual as part of a guided session, feedback will be verbal. An indication will be made in the child's book that this has been a guided session – 'G'. When support has been given to a child in a lesson, either by an adult or a peer, this will be recorded as 'S'. Marking must be initialled if carried out by someone other than the usual class teacher.

Marking should include an indication of the level of support:

G – guided group

I – learning independently

S – support given

TT – teacher feedback given in the lesson

Homework will be marked before the next homework is set, provided it is submitted within the agreed period of time. Late homework may have to be marked at a later time, depending on the individual teacher's workload.

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Author: Elizabeth Harris

Policy: Statutory/**Recommended**

## **Appendix 1**

### **Ongar Place Primary Learning Ladders**

The purpose of 'Learning Ladders' is to ensure that all children have next steps they are currently working on in reading, writing and maths.

Each learning ladders is divided into target areas, see below. Within these targets are specific skills that are matched to the Primary Curriculum 2014. The learning ladder contains children's next steps for their year group. The learning ladder is completed throughout the year, so children have a record of their achievements and progress. In some instances it is necessary for a child to access a learning ladder from a different year group:

#### **Reading**

- Decoder Targets
- Comprehender Targets
- Reading Detective Targets
- Language Lover Targets
- Responder Targets
- Big Reader Targets

#### **Writing**

- Super Speller Targets
- Organised Targets
- Purposeful Targets
- Word Wonder Targets
- Grammar Giants Targets
- Handwriting Hero Targets

#### **Maths**

- Place Value Targets
- Addition and Subtraction Targets
- Times Tables Targets
- Multiplication and Division Targets
- Decimal Targets

The children and their teacher use the "ladder" scale to assess the child's progress against a particular target. This is then dated so progress is clear across the year.

#### **Ladder Scale**

- Not yet
- With support
- Independently
- Sometimes
- With confidence

## **Appendix 2**

### **Tickled Pink and Green for Growth Marking Strategy**

- Lesson objective shared with the class.
- Success criteria generated by the class or established by the class teacher, may be specific to groups.
- Children should have a copy of the success criteria to refer to.
- Work then marked against this criteria – evidence of agreed criteria will be highlighted in pink – ‘Tickled Pink’.
- Opportunities in the work where criteria could have been used/has been missed or an area for improvement will be highlighted in green – ‘Green for Growth’.
- Success criteria will be highlighted in green when it has not been met – ‘Green for Growth’.
- Children should be given time to read through marking and address ‘Green for Growth’ areas.

### **Two Goods and a Wish Strategy**

- In Foundation stage children’s work is marked with the ‘Two Stars and a Wish’ strategy where teachers identify two positive things in a piece of work and a next step.
- Much of the feedback given to children in the foundation stage is given orally as the children are completing tasks.
- Observations of the children also form a large part of recording children’s learning in EYFS and will also be used to identify next steps for children.