

# Keston Primary School Marking Policy



## Introduction

We believe marking should provide constructive feedback to every child, focussing on success and improvement against learning objectives. Marking should help children to become reflective learners and to close the gap between current and desired performance.

## Aims

Marking should:

- Relate to learning objectives taught during the lesson.
- Give children recognition and appropriate praise for the success of their work.
- Encourage children, by demonstrating the value of their work, thought and effort
- Give children clear strategies on how they can improve their work
- Be accessible to children
- Use consistent codes throughout the school
- Measure progress against targets, school or national expectations
- Provide a tool for teacher assessment – diagnostic, formative or summative
- Help the teacher to evaluate teaching and inform future planning
- Be manageable for teachers

## Reasons for Marking

Whenever we mark a piece of work, we do so for one or more of the following reasons:

- To promote the child's self-esteem, interest and respect for his/her work
- To encourage and praise by noting examples of good practice
- To demonstrate to the child our interest and concern for their work
- To focus the child's attention on some of the errors he/she made and to suggest means of correcting them
- To evaluate individual progress
- To assess overall progress and to enable us to plan for future teaching
- To assess the effectiveness of our teaching

## General

As a guiding principle marking should always be for the child. Sometimes it is necessary to add in details about whether work was supported or independent, whether a discussion took place and so on but for the most part children should see adult's contributions as something for them. Marking can also take place in the lesson, providing immediate feedback.

Children should be aware of any symbols that teachers use to mark their books and be able to explain what they mean. An agreed set of symbols will be used throughout the school. Children's own comments in their books should be encouraged as an integral part of good AfL.

All work should be marked before it is returned to the child. (The only exception to this is extended writing in English books which is explained below.)

It is good practice to get children to mark their own and others books at times, and a range of different strategies can be used for this (please get them to use pencil or coloured pencil). When this is done the work should also be teacher marked. Children can peer and self-mark work in English against the success criteria. They should have opportunities to do this in extended writing and other lessons.

The terms 'Learning Objective' and 'Success Criteria' are used throughout the school. These may be abbreviated to LO and SC. Nursery and Reception will use age-appropriate language to explain tasks to the children.

While presentation, handwriting and basic punctuation are not normally the focus of success criteria, teachers should still reinforce these basic skills through marking comments and highlighting, or directly to pupils. Some of these skills are sometimes specifically taught at Key stage 1 and form part of success criteria at this age.

Each year group has a list of 'non-negotiable' skills such as using capital letters and full stops to indicate sentences. It is expected that children are familiar with these and understand the concept that they are expected to do them as a matter of course. It is seen as an aspiration that all children will meet this expected standard.

How work should be marked:

English	Highlighted learning objectives in green or orange, highlighting within the work in green/orange. Successes indicated in green pen, improvements in orange. Praise in green pen, gap tasks in orange. Ticked or dotted for correctness where appropriate (green only).
Maths	Highlighted learning objective in green or orange, ticked or dotted for correctness in green. Successes indicated in green pen, improvements in orange. Praise in green pen, gap tasks in orange.
Extended writing	Always detailed marking with gap task. Label with learning objective and success criteria at the top of the work highlighted or ticked. Successes indicated in green pen, improvements in orange. Praise in green pen, gap tasks in orange.
Science	Incorrect science knowledge should be corrected through written or verbal feedback.
Other Subjects	Highlighted learning objective as a minimum. All lessons need an LO. This should be recorded on the work. Any comments made need to be purposeful.

(Symbol marking is used in all subjects where appropriate.)

Highlighting LOs is an acceptable method of providing feedback for foundation subjects (green and orange only), but English and maths require highlighting or other marking within the piece of work based on the learning objective, success criteria and basic skills.

TAs, supply teachers and children marking books should initial the work.

## Gap Task Marking

Gap task marking works on the basis that some work should be marked in more detail than other pieces in order to focus on specific improvement points rather than overloading children with feedback and corrections on every piece of work. It is more purposeful, for example, to mark extended writing in more detail and allow time for improvement than to put general comments on every piece of English work.

It also allows children to respond directly to marking and learn from it.

**It is a minimum requirement that the weekly piece of extended writing and one piece of maths work each week are marked in detail with a gap task.**

Additional gap tasks are set as the teacher sees fit, commonly to target specific groups in English or maths. If there are whole class misconceptions it is more purposeful to re-teach concepts. Gap tasks are not required in any other subject.

## How Gap Task Marking Works

Two or more key places where the child has succeeded are highlighted in the work. A brief note about the success is added at the bottom of the work or within the work. Bullet points or even single words are acceptable.

The gap task comes below the completed work and takes the form of a small task for the child to do to improve their work. It is indicated by an orange triangle: 

The triangle can also be drawn in the child's work to show an area the child needs to look at to complete the task. The area relevant to the gap task can be highlighted in orange where appropriate.

For the extended writing gap task a Learning Objective and Success Criteria should be printed out and stuck in the children's books at the start of the work. Teachers then also highlight or tick the Success Criteria in green and orange. Children can self-assess by ticking the criteria they have met. This should be done in some other English lessons too, and can be done in maths where appropriate.

For example:

Learning Objective	To write a persuasive text	✓
Success Criteria	Address the reader	✓
	Argument (what's your point?)	✓
	Ask a question	
	Persuasive phrases and emotive language	✓
	Imperative verb openers	✓

Or:

LO: to write a survival guide		
<b>Success Criteria</b>	<b>What does my partner think?</b>	<b>What does my teacher think?</b>
<b>I can:</b>		
• I can write at least 2 complex sentences. (e.g. After a while, you might be able to.....)		
• I can write in paragraphs		
• I can write a clear introduction and conclusion.		
• I can use at least 3 connectives to extend my sentences		

Time needs to be allowed for children to complete their gap tasks. Organisation of this will vary depending on whether a group or the whole class is doing the task. It can be effective for gap tasks to be set for groups on a rotational basis in maths, but extended writing needs to be the whole class or set.

Where extended writing is done in the English books it is acceptable to get children to leave a gap after the work so that gap tasks can be set below it. This gives teachers time to mark extended writing but allows the children to continue working in their English book. Extended writing should be marked before the next extended writing lesson.

As it is often most effective for Nursery and Reception to give verbal feedback to the children, gap tasks are set from year 1 upwards and are introduced in a way that is meaningful to the children. Younger or less able children may often require more support doing gap tasks, however they should be short and to the point, not something that takes up a whole session.

### **Example Gap Tasks.**

#### **Maths**

##### **Extension (Ordering of decimals successfully completed)**

Now try these harder ones:

0.96 0.69 0.996 0.99

##### **Consolidation (Some mental subtractions completed successfully but a few errors)**

See if you can do these ones:

33-27=                      44-32=

##### **Consolidation of a prior skill (No correct answers with simple addition sums)**

Try this instead. Can you list five number bonds that make 10?

##### **Supporting using a model (Child having trouble reading scales with unmarked divisions)**

Look at this number line:

0 \_\_\_\_\_ 10 \_\_\_\_\_ 20 \_\_\_\_\_ 30

Can you mark 5 and 15 on it?

#### **English**

##### **Extension**

Can you change this sentence\* so it starts with an adverb? (marked with an asterisk/ highlighted)

##### **Extension**

What do you think you would say to (character) about the problem?

##### **Consolidation**

Well done, you have started to use commas in your writing. Can you add commas into this sentence in the right place?

(example sentence)

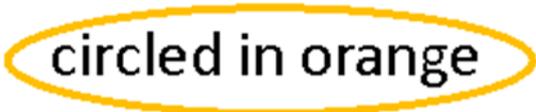
##### **Support**

I have marked six places in your writing with a highlighter. See if you can put the correct punctuation in.

##### **Support**

Change the first sentence of your instructions to start with a 'bossy' verb. Write it here:

# Marking Symbols

Correct	
Incorrect	
Spelling	whith 
Omission	He walked ^ road.
New Sentence	
New Paragraph	
Missing Punctuation	
Incorrect	 circled in orange
Gap Task	