OPS Marking Policy

"Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil; a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.
In summary, we recommend that all marking should be meaningful, manageable and motivating. This must be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DFE)."
Report of the Independent Teacher Workload Review Group March 2016
At Oundle CE Primary School, marking & feedback has three purposes:
To help pupils:

1. **Understand what they have done well. (Green Highlighter)**
   To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both these points.

2. **Understand how to improve. (Pink Highlighter)**
   To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, process and example prompts, as appropriate to help pupils to understand.

3. **Make visible signs of improvement as a result of feedback. (Within the lesson)**
   Without visible signs of progress emerging from marking and feedback, there are no signs of effectiveness. Teachers and teaching assistants should ensure time is given to act upon the guidance so that pupils may act upon it and make improvements. Marking Response Time (MRT) is regularly built into lessons each week as appropriate. From the end of Year 2, Children respond to marking with a purple pen to show visible signs of improvement.

Assessment for Learning (AfL)

In lessons, teachers should assess for learning throughout the lesson. Teachers need to scan throughout the class to check those children who are on task, need support or need extending. Teachers will mark at the point of learning, highlighting the 'Success Criteria' to identify the next steps. Teachers will be live marking in lessons to support or extend the children. When scanning the class and identifying the children who need support, the teacher will create a focus group if more than one child needs the same support or give 1:1 verbal feedback to individual children if a lone issue. Teachers may record this with VF and writing what the child(ren) needs to focus on. If children, need extending, then the teacher will highlight the target on the success criteria in green and move the children onto next steps, an extension or with further questioning either as a group or individually.

Consistency

The three purposes of marking should be evident in all classes in all subjects throughout the school. However, approaches may differ between the key stages and between classes. Sometimes, it is

appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking and feedback should be developed.

Live marking will be taking place in the lesson for some children. As the teacher scans the class to support the children, they will use AfL to support or extend the children in their work. This will be through verbal or written feedback. After live marking, it should be clear in children's work that the feedback or live marking has had an impact on what the child has written.

Where verbal feedback is given for pupils' recorded work, it is often appropriate to use 'key word marking' which is an indication that feedback has been given. This is to help both the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement.

Evaluation

Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure the three purposes of marking are of consistently high quality throughout the school.

Guidance for teachers and teaching assistants

Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they can complete work to the highest standard. Short, challenging comments or verbal feedback (VF) are more effective than in-depth written comments. Teachers should use professional judgement about when to use spoken, written marking, peer marking and self-assessment.

Oundle CE Primary School aims to ensure consistency across the school but recognises that marking varies by age group, subject and what works best for pupils in relation to any particular piece of work. Use of formative assessment to assist us with planning is at the heart of all teaching at Oundle CE Primary School and helps us to achieve good and outstanding outcomes in all lessons.

Checking, marking and assessment are key factors that affect pupil progress. The aim of our Marking Policy & Guidelines is to ensure that all checking, marking and assessment promotes good and outstanding pupil progress in all areas of learning. Please refer to the Marking Key (appendix 1) for more information on how we ensure that all marking, whether verbal or written, is of a consistently high quality.

Guidelines for marking

Plan time for MRT & use the Purple 'perfecting' Pens when appropriate to the piece of work.

Provide time within the lesson for pupils to respond to feedback. This can be at the start of the lesson or during the lesson as part of the live marking / AfL - plan for it when it will be most effective.

Encourage the children to use the purple pens to create a dialogue between you and them. In Key Stage One, teachers use their professional judgement to decide when to introduce the purple pen. It is recognised that until pupils are ready in Key Stage One, other methods of dialogue for improvement may be used. (See Whole School Marking Code) Explain to pupils how purple pens work - they must respond to any marking comment made by the teacher or by a peer to show their understanding of how to improve their work. Then, pupils must make the improvement(s) suggested using the purple pens to show a difference between their previous work and the improvement. Purple pens should be used to show progress and corrections.

Use peer and self-assessment/marking

Encourage children to see themselves as the first markers and audience for their learning and use their peers to assess work with them. This enables the children to become more independent,

increases responsibility for their work as well as helping to develop an understanding of what they are learning. Plan time for this and ensure the children know what they are assessing. Model examples of this to the class until they are familiar with the language and/or methods.

Use a green highlighter pen ('Green = Good') to save time

When marking, use green highlighter pens to emphasise what is good about the piece of work. Use this method when appropriate e.g. in a piece of writing where the LO may have been, 'I can use adjectives to describe a character', the marking of that work can just be the highlighting of the adjectives (maximum of 3 for KS1 and 4-5 for KS2) they have used well and highlighting the Success Criteria as appropriate.

Children must not use green highlighter pens for their own work to avoid confusion.

Use a pink highlighter pen (Pink-think) to identify areas that children need to improve or change. Teacher to add in the margin or on a post it to indicate next step improvement task.

Use learning questions to encourage further responses and challenges in learning

Make questions open ended where possible. Link the questions to knowledge, skills and application of skills- the questions linked to the application of skills will be the most memorable. As a school we will focus on the first 3 tiers of blooms taxonomy. Knowledge – Do they know it? (recall data), Comprehension – How do they know it? Do they understand it? and Application – How do they use it? Can children apply their understanding?

Examples:

	Example A	Example B
Knowledge	What is this?	What is 5 x 6?
Comprehension	How do you know?	How do you know? Tell me about how you get the answer to 5 x 6?
Application	Find the squares from these shapes / in the environment	Show me how you know? What does 5 x 6 look like?

Link marking comments to the children's targets

Where appropriate, relate marking comments closely to children's targets so that they are able to achieve them quickly and show visible signs of progress within their work. The important point is that we expect all teachers to use marking as a means of helping pupils identify next learning steps which the teacher can then plan for. This also links to AfL and live marking to support/or move learning on.

Effective marking in English

Alongside peer marking and work checking, at OPS we commit to DEEP MARKING in English one piece of work each week. This enables teachers to focus specifically on one group of children/ their learning and progress in a focussed way at least once per week. The deep marking still uses the Marking Key code and should not require extended prose from the teacher.

Use the '5 Writing Progression Small Steps' doc in your English folder as a basis

Teacher highlights in green/ pink

Broken down in to aspects that maybe evidenced in the text

L.O.

Me/Friend	Success!		Teacher
	My target		
	Task challenge		

Even better if-Where appropriate and age appropriate child writes own target (KS2)

e.g. 'neat presentation/ check spelling edit' C

Child or peer marks against success in purple pen

They could also indicate in their own writing by underlining aspects or ticking where evident in text.

Even better if- indication of challenge level (KS2)

Child writes colour – RED, AMBER, GREEN

Even better if- KS1 had pictures for the children to self-mark/ peer mark against

I can say what I have written.

Sound out the word.

Spell tricky words correctly

Use the line guides correctly

Leave finger spaces

Use full stops

Use capital letters

Monday 12th October.

One day a gildjd, golden, birds
calldr Hores stol her ancient and
golden slipers. One day her mean
servant girls were thinking of an
t ideya neis the *tiret Bank Pond
they they imanegd wat they did
But didnt care.
One day the hansem Pharaoh was
on his golden chare and was hold
his ancient sup, drinking an drinc.

called called called called called
called
what what what what what what

didn't didn't didn't didn't

Effective marking in Mathematics (Guidance taken from NCETM Marking and Evidence Guidance for Primary Teachers).

Marking and evidence-recording strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation. Neither should they result in an excessive workload for teachers. Ofsted has confirmed that no aspect of these guidelines is in conflict with the contents of the School Inspection Handbook1 and 'myth-busting' information. 'Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning. While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of verbal feedback provided to pupils by teachers.'

More detail can be found in the Maths Policy (appendix 2)

See below for examples of maths marking that follow the schools marking policy

What do you notice?

W.B 23/11/2020

Journal Task 6.4.2

L.O: To be able to find prime, composite and square numbers.

Look at the way the dots are arranged, what do you notice?

Can you find any patterns?

Can you colour code to show your findings?

Write about what you have noticed.

○ = circle

✓ = square

△ = triangle

∠ = random/other

(handwritten notes — largely illegible)

- ...
- all ... of either ...
- the square number ...
- all ...
- ... numbers ...
- ... numbers ...

Great discussion

How about would 24 look like? 29a 30?

29 — would look like ... it a prime number

30 — would look like 6 ...

$\sqrt{4}$

$\sqrt{27}$

Marking in Geography, History and Science.

In these subjects, children will have Learning Objective and Success Criteria stickers that teachers will highlight green if the child has hit a target or pink if the child needs to work on the target. Evidence in the books will be highlighted green or pink to support the teacher's judgement. Subject specific vocabulary will be checked and highlighted and must be a focus when marking.

In these subjects, comments are only needed if necessary, as part of live marking or to show further understanding.

Marking in RE and PSHE

These subjects will not require individual marking. A selection of work will be presented in a floor book and show differentiation when necessary. Teachers will record how children have achieved by writing their names in a grid under 'met' or 'not met' for each success criteria. In these lessons, AFL will be used to support and extend children with subject specific vocabulary being a focus.

Evidence-recording

If interaction between teacher and pupils is good, then efficient marking strategies can be deployed. Suitable summative assessment will enable a teacher to monitor pupils' progress.

Where progress is secure, no further evidence is necessary.

Where an individual pupil's progress is a concern, then more detailed monitoring and recording may be justified.

It should not be a routine expectation that next-steps or targets be written into pupils' books. The next lesson should be designed to take account of the next steps that the pupils need.

Next steps should be used as appropriate when it is felt that pupils need to consolidate their learning or to provide an extension task.

If significant numbers of pupils have made the same error the correction and next steps should be addressed through the next lesson rather than through extensive individual marking.

SEN Marking

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour; it may mean supporting pupils to read comments; or it may mean recording verbal feedback and response.

For some children with SEN it is more appropriate and effective to give verbal feedback rather than have children struggling or being unable to read teacher comments. For this we have (VF) within our marking code to show that verbal feedback has occurred. The child could then initial to show that they have received the verbal feedback. Highlighting the learning objective with green or pink will also give SEN children some feedback on how they did. If children self-assess their work teachers can tick or highlight to show they agree with the assessments made.

Support staff may mark work with individuals or groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported; identify if work was independent or supported; and, as appropriate, give feedback verbally or through marking. If developmental marking is done then it should follow this policy and be under the supervision of the (done by the) class teacher.

SEN TA's are to use labels and a red pen to make it clear that they have had 1:1 or individualised input with a child. Teachers are still responsible though for the overall marking of the work and should scaffold the work appropriately for SEN learners to support the child and enable them to succeed.

See below for examples of SEN marking that follow the schools marking policy

Ratio

Name: _____ Class: _____ Date: 12-4-21

Worksheet 1

12.04.21
WORKED TOGETHER + DID WELL IN
USING HER TIMES TABLES KNOWLEDGE
TO SOLVE THE MATHS PROBLEMS. ONCE
SLOWED DOWN WAS ABLE TO WORK OUT
THE ANSWERS WITH MIN. SUPPORT

MIN. TA SUPPORT

Comparing Quantities

1 Fill in the blanks.

(a)

The number of apples is $\boxed{5}$ times the number of oranges. ✓

The number of oranges is $\boxed{\dfrac{1}{5}}$ the number of apples. ✓

For every 1 orange, there are $\boxed{5}$ apples. ✓

Tuesday 10th November
L.O. Change these active sentences to passive

1. The clown drove the unpredictable, exploding car.
2. On a hill, the children flew their kites.
3. The cheeky dog waded in the thick, gloopy mud.

verb

① The _____ was driven _____ exploding _____
② _____ flew
③ _____ cheeky dog ✓

10.11.20   TA
1ST PART OF LESSON WAS INDEPENDENT.
(PASSIVE)
WITH SUPPORT - NEEDING TO WORK
TOGETHER WITH ANOTHER CHILD TO
SHARE AS MANY IDEAS AS POSSIBLE

WORKEDOUT

SENSORY TIME

① The rushing pattern of the room

PASSIVE

Swiftly, the candles were <u>blown</u> out on the
birthday boy cake.   ACTIVE
A fabulous picture was <u>painted</u> by the artist.   P
The teacher <u>wrote</u> on the board.   ACTIVE   VERB —
The spitfire <u>soared</u> above the clouds.   Act   √√ Brilliant.
Outside the trees <u>waved</u> in the breeze.   Passive
Justin hopped over the brook.   PASSIVE

ACTIVE

SUBJECT — VERB — OBJECT   ACTIVE

OBJECT — VERB — SUBJECT   PASSIVE

Justin hopped over the brook
over the brook hopped Justin

Outside the trees waved in the breeze
In the breeze waved the trees.   √

The room I most enjoyed was
on the summer sky the airship
hall, because there enjoying
lost word in sentence. and
best description towers also
staff as hotel waltz.

① Towers tall building
② Heir loom something passed down generation
③ strewn a small river

√ Great chorus.

09/11/20   TA SUPPORT
PASSIVE/ACTIVE - INDEPENDENT WORK
POEM - WORKED WITH A PARTNER.
READ + CHOOSE ONE TO WORK ON
INDIVIDUALLY - NEEDED SOME WORK TO
KEEP ON TRACK
15 MINS SENSORY TIME

1. The clown drove the unpredictable, exploding
   car.
2. On a hill, the children flew their kites.
3. The cheeky dog waded in the thick, gloopy
   mud.

VERB

① The unpredictable exploding
   car was driven the clown

② On a hill the kites were flown
   by the children √

③ The cheeky dog waded
   in the gloopy mud √

See verse Independent

HIGHLIGHT

10.11.20
1ˢᵀ PART OF LESSON WAS INDEPENDENT.
(PASSIVE)
WITH SUPPORT - NEEDING TO WORK
TOGETHER WITH ANOTHER CHILD TO
SHARE AS MANY IDEAS AS POSSIBLE

SENSORY TIME

① The rhyming pattern of the room
   is a path B with a wings B T kites/
   + swing B skies/at here B skis √

② swing wide and had remord
   with help in other √   √

③ The example of personification in
   the 1st verse is swing with: √
   danced the skies

④ The airport is excited but nervous

Monday 9th November

L.O. Identifying active and passive voice

passive

Swiftly, the candles were blown out on the birthday ~~boy~~ cake . Active

A fabulous picture was painted by the artist. P

The teacher wrote on the board. Active

The spitfire soared above the clouds. Active

Outside the trees waved in the breeze. Passive

Justin hopped over the brook. Passive Active

vers 6 —

✓✓ Brilliant.

subject- verb- object Active

object-verb-subject passive

Justin hopped over the brook

over the brook hopped Justin

outside the trees waved in the breez

In the breeze waved the trees. ✓

The poem I most enjoyed was on the summer sky the airship Hala, because there rhyming last word in sentence. and best description towers also spart as hard wasz.

(1) towers tall building

(2) hei-look something passed down

(3) stream a small river

✓ Great choices.

09/11/20 TA SUPPORT
PASSIVE/ACTIVE - INDEPENDENT WORK
POEM - WORKED WITH A PARTNER
READ + CHOOSE ONE TO WORK ON
INDIVIDUALLY - NEEDED SOME WORK
KEEP ON TRACK
15 MINS SENSORY TIME

Marking Expectations

It is expected at Oundle Primary that only 2 sets (subject) of books are marked a day. This is to be managed by the class teachers in the year group. Teachers are to look at which subjects will need marking on each day and adjust or plan lessons to incorporate other assessment methods where appropriate. For example, peer marking, self-marking, photo evidence. Class teachers are required to meet to ensure the weekly overview of marking is clear before PPA happens to ensure that marking is evenly spread throughout the week.

Appendix 1

Key Stage 1 marking support / self assessment key

Marking in EYFS

Daily observations for all areas other than Maths, Phonics and Writing will be written and uploaded onto the Interactive Learning Diary (ILD). Each observation will have linked Development Matters/Early Learning Goal statements which will be coded with Red, Amber or Green (Emerging, developing or Secure).

Observations should include:

Context, level of support/independence, and any VF or Now's if appropriate.

Maths, Phonics and Writing folders will contain separate work and be individually marked as below. These can also contain child initiated observations in those areas of learning in the form of stickers, post it notes or photos.

<u>Foundation Stage Marking Key</u>

(I)	Independent
(S)	Supported
(1)	Dojo Point
√ or √√ or ☺	Good, very good, well done
●	Wrong answer
VF	Verbal feedback
Now …	Response needed
Date	
Staff initials	

R (red) A (amber) G (green) Learning Objectives