



REGENT PRIMARY SCHOOL

Marking Policy

Reviewed by Mrs Uchenwa, Mrs Umaru, August 2022
Previous Review: August 2020

Approved by the Board:

POLICY STATEMENT

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at The Regent School Abuja (TRPS). It will also ensure that all students have their work marked in such a way that it improves learning and understanding, develops their self-confidence, raises self-esteem and provides opportunities for self-assessment.

As a result of this policy, there will be greater consistency in the ways students' work are marked in all Key Stages.

AIMS:

- To enable written and verbal feedback to be an effective tool for promoting learning for all students.
- To use marking as a teaching tool to inform the students of their performance and the next steps in their learning. It is not general; it is specific, it focuses on improvement as well as correction and it relates to the current piece of work with an expectation to edit and improve.
- To promote understanding of goals and objectives.
- To use marking as an assessment tool to inform the teacher of the students' level of achievement/attainment and to inform the next stage of their planning.
- To develop an interactive process that confirms when students are on the right track and then lets them know what needs to be done to improve and make progress.
- To prompt all students to respond to the written feedback given by the teacher.
- To develop students' ability to proof read, edit and improve a piece of work.
- To expect students to explain how they think work can be improved.
- To make effective use of response partners to respond to their peer's work in Key Stage 2.
- To create a common, agreed and continuous?? throughout the school which is understood and utilised by both colleagues and students.

GUIDANCE:

The Regent School recognises that the teachers' marking of students' work and assessment of their progress and attainment are central functions in the learning process. The focus of written and verbal feedback is on helping students obtain a clear understanding of how well they have gained knowledge, concepts and skills and then explaining what needs to be done to meet the learning objectives. It is then essential that the student is prompted to improve their learning. The marking of students' work can have different roles and purposes at different times and can involve both written and verbal feedback.

Marking is most effective when the child knows:

- the purpose of the task;
- how far they have moved towards achieving this;
- how to move closer towards the goal of their learning;

Marking and the implementation of this policy is the responsibility of all teachers.

Teachers are expected to ensure that:

- The marking of students' work, either written or verbal, should be regular and frequent.
- The marking criteria, 'Grade Descriptor' should be displayed in each classroom (teacher's version) and in students' books (the children's version).
- Whenever possible, teachers should provide individual verbal feedback to students.

- Teachers should look for strengths before identifying weaknesses when marking work.
- Marking should be linked to learning objectives / targets.
- Teachers should look for opportunities to provide positive public feedback to students concerning work which is a high achievement for particular students; students can be sent to the HoD, Senior Teacher or Headmaster to showcase their work.
- Positive comments should be made on the quality of students' handwriting or presentation.
- Parents should have the school's marking procedures explained clearly to them and available on the website.

MARKING PROCEDURE

- Students' work should be corrected as soon as possible after completion, and if possible, in the presence of the child.
- Marking will be in green pen and will be according to the symbols in the appendix.
- Stickers and stamps can be used for EAL, SEN and younger children.
- If students make neat copies of their work after it has been corrected, originals can be kept to show to parents as an indication of student's true progress.
- When marked work is returned to the students, there should be some kind of verbal feedback either individually or as a class.

MONITORING AND EVALUATION

The Heads' and Deputies of departments and Subject Co-ordinators will review the quality of marking as part of their on-going role when scrutinising books. Feedback will be given to teachers as appropriate.

The desired outcomes are improvements in students' learning and greater clarity amongst students and parents concerning student's achievements and progress.

The performance indicators will be:

- An improvement in students' attainment.
- Teacher, student and parent testimony concerning the usefulness of the marking.
- Consistency in teacher's marking across the primary Key Stages.
- Awareness on the part of the students of what is expected of them.

PLANNING FOR MARKING

Always build in time during registration or at the beginning of the lesson for the students to read and respond to marking. At the Regent school, we aim to provide marking which is relevant, purposeful and allows the students an opportunity to reflect and progress.

EFFECTIVE MARKING CODES

For Years 1 and 2, 'two stars and a wish' indicates a positive comment and shows the next step. For Key Stage 2, teachers are encouraged to write comments on some pieces of work using 'WWW – What Went Well...' and 'EBI – Even Better If...'. Also, the Grade Descriptors can be used when the students have a deeper understanding of the curriculum objectives.

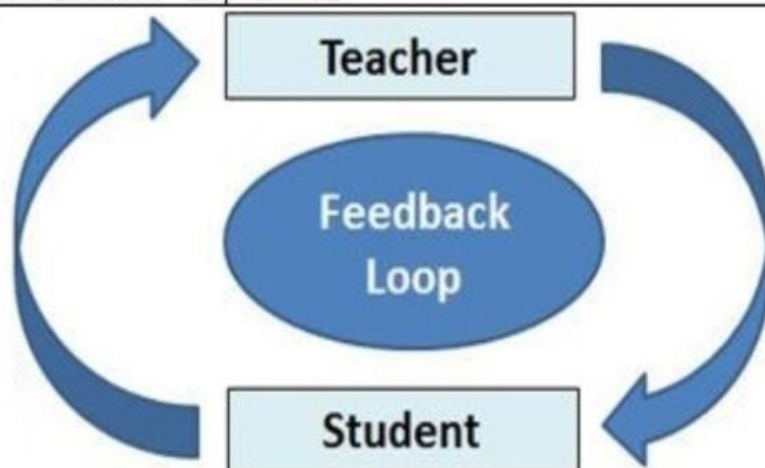
Effective marking stickers/stamps are used both to motivate the students and to ensure that marking is as efficient as possible. All stickers/stamps used must clearly relate to the learning objective and/or success criteria.

The following symbols should be used:

Appendix One

KS2	KS1	⓪	Independent work
		Ⓥ	Verbal feedback given
		Ⓐ	Assisted
		⓪	Capital letter is used incorrectly
		△	Punctuation error
		~~~~~	Spelling error (correct using a dictionary or key words)
		⓪	Finger spacing
		[ ]	Does not make sense (check tense/re-read sentence aloud)
		↓	Next steps – what you need to do to improve further
		^	Missing word (check for connective/re-read sentence aloud)
		//	New paragraph is needed
		*	Up level. Make your sentence more interesting

It is very important that the feedback is a two-way process. Pupils need to know where they are, where they need to get to and how they are going to get there. AfL can descend into gimmickry unless we use the feedback from pupils to plan or adapt our future teaching. Evidence from assessment for learning practice can indicate to the teacher where more time is needed and where it can be saved, so that we do not become slaves to schemes of work- From Penyrheol 10 Features of Effective Lessons- Explicit AfL



When we have found out where pupils are and we know where they need to get to, we can then focus on helping to get them there. When we formatively assess pupil work, we need to provide feedback to help "close the gap" between where they are and where we want them to be- From Penyrheol 10 Features of Effective Lessons- Explicit AfL

When a student or a group of students have not met the LO/WALT, then feedback should be given individually or as a group in a guided session. Next steps and responses should be clearly visible using the agreed symbols.

Three misspelt sight words should be copied for the students to re-write three times. Spellings, handwriting and grammar should be marked in all aspects of the curriculum.

Where Verbal Feedback is given, there will be a symbol (V) stating '*Verbal Feedback given*' put in the student's book. Students will be encouraged to record a response to this.

When focused marking is used to give 'Next Steps', the teacher may use different types of prompts depending on the task involved and the ability of the student – examples of these are –

- A reminder (*'Can you think of a better word than 'bad'?'*)
- A scaffold prompt (*'What kind of monster was he? Change 'bad' for a word that makes him sound scarier.'*)
- Example prompts (*'Try one of these words or your own instead of 'bad' – ferocious, terrifying, evil.'*)

In order for the marking to be formative, the information must be used and acted on by the students; therefore, specific set times must be given and responses to feedback should be evident in the students' work. For example, the student may have tackled a 'next step' challenge in Maths. Students should respond to feedback using a coloured pencil.

#### **Feedback in Maths and other short focussed practical tasks.**

- Where a task has been completed correctly and shows a thorough understanding, it should be marked with a tick. A next step/challenge should be included where relevant e.g., in a Maths unit where the topic is carrying on in the next lesson.
- Where a task is correct but an insufficient method has been used, the teacher should tick the work and then provide a model of the efficient method to be used – this would be best done with the student or in a group in the next session or when appropriate.
- Where work is incorrect due to: inefficient methods, an incorrect part of the process, or lack of prior knowledge leading to misconceptions, this should be modelled and addressed with the student as soon as possible. Based on the teacher's discretion, this could be written in the book as verbal feedback with an individual student. The comment or use of 'Verbal Feedback Given' symbol should reflect the dialogue which has taken place.

#### **Guided Groups**

- ✓ If relevant, a plan of the guided task with the key questions and outline of the task should be attached to the students' books.
- ✓ Feedback/assessment of the students' responses linked to the Assessment Focus for the tasks should be written in the student's book by the adult working with them.
- ✓ Verbal feedback will be a key focus in guided sessions.

- ✓ Not all work needs to be marked in detail.
- ✓ In order to recognise that the teacher has read the work, work may be ticked but not commented upon.
- ✓ All work will be marked according to the learning objective(s) for that lesson and students will be given feedback to determine if they achieved the learning objective successfully, or not, using the following procedure:
- ✓ In the **Grade Descriptors** - where grade 1 to 7 to measure level of understanding of the objective(s).
- ✓ Students evaluate their own work; teachers comment on their assessment after marking, leading to focused reflection of the learning and specific target for improvement.
- ✓ The assessment is recorded as part of on-going assessment through Classroom Monitor or Markbook.








#### **How do students evaluate their own learning?**

- Students in Upper Primary are encouraged to begin to peer assess using guidelines carefully modelled by their teachers. Comments should relate directly to the LO/WALT, be positive and constructive such as *'Your word choices for this description have made me want to read more.'*
- In extended pieces of writing, students use a system where they underline elements of the success criteria that they have included within their own work with a coloured pencil. They then identify a next step.

## Teacher's Grade Descriptor

Achievement level	Attainment Criteria-All content to be achieved for each level.
Grade 1	<b>Minimal</b> achievement in terms of the objectives.
Grade 2	<b>Very limited</b> achievement against all the objectives. The student has <b>difficulty in understanding</b> the required knowledge and skills, and is unable to apply them fully in normal situations, <b>even with support</b> .
Grade 3	<b>Limited achievement</b> against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is only able to apply them fully in normal situations <b>with support</b> .
Grade 4	<b>A good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is <b>occasional</b> evidence of the skills of <b>analysis, synthesis and evaluation</b> .
Grade 5	<b>A consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in <b>variety</b> of situations. The student <b>generally</b> shows evidence of <b>analysis, synthesis and evaluation</b> where appropriate and <b>occasionally</b> demonstrates <b>originality and insight</b> .
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. There is <b>consistent</b> evidence of analysis, synthesis and evaluation where appropriate. The student <b>generally</b> demonstrates <b>originality and insight</b> .
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates <b>originality and insight</b> and <b>always</b> produces <b>work of high quality</b> .

## Children's Grade Descriptor

Colours	Levels	Descriptors
	<b>1</b>	<p>I did not understand the task.</p> <p>I made no achievement in terms of the task.</p> <p>I worked with the teacher's support.</p> <p>I had difficulties in all areas.</p>
	<b>2</b>	<p>I have difficulty understanding the task.</p> <p>I made very limited achievement in terms of the task</p> <p>I worked with the teacher's support.</p> <p>I had difficulties in most areas.</p>
	<b>3</b>	<p>I have some understanding of the task.</p> <p>I made limited achievement in terms of the task.</p> <p>I worked with some support.</p> <p>I had difficulties in some areas.</p>
	<b>4</b>	<p>I have a good general understanding of the task.</p> <p>I made satisfactory achievement in terms of the task.</p> <p>I worked independently.</p> <p>I can apply my knowledge effectively.</p>
	<b>5</b>	<p>I have a thorough understanding of the task.</p> <p>I made good achievement in terms of the task.</p> <p>I worked independently.</p> <p>I can apply my knowledge in a variety of situations.</p>
	<b>6</b>	<p>I have an excellent understanding of the task.</p> <p>I made excellent achievement in terms of the task.</p> <p>I worked independently at the targeted level.</p> <p>I can apply my knowledge in a wide variety of situations.</p>
	<b>7</b>	<p>I have a confident understanding of the task.</p> <p>I made outstanding achievement in terms of the task.</p> <p>I worked independently at the extended activity.</p> <p>I can apply my knowledge almost accurately in a wide variety of situations.</p> <p>I complete task accurately at all time.</p>



## **Appendix Two**

### **Our Agreement on Marking Partnerships_**

#### **When we become marking partners, we agree to:**

- Respect our partner's work because they have done their best and so their work should be valued.
- Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective.
- Tell our partner the good things we see in their work.
- Listen to our partners' advice because we are trying to help each other do better in our work.
- Look for a way to help our partner achieve the learning objective with more success.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions positive.
- Get our partners to talk about what they tried to achieve in their work.
- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.

