



Knowsley Central School

Marking Policy name

Reviewed by: Paul Lambert **Date:** September 2020

Last reviewed on: September 2020

Next review due by: September 2021 (Annually)

Marking Policy

At Central School we want all pupils to make good or better progress and develop positive attitudes to their learning. Our marking policy is designed to facilitate this.

Aims

We give feedback and mark pupils' work in order to:

- show pupils that we value their work and encourage them to do the same
- boost self esteem and aspirations through use of praise and encouragement
- give pupils specific information on the extent to which they have achieved the learning objective and how to further improve their work
- check whether pupils have achieved the learning objective, identify misconceptions and use this information to inform future planning
- share expectations
- where appropriate, promote self assessment – through modelling and questioning we support pupils in recognising their achievements and where they can make further improvements

Principles

- Feedback and marking should be meaningful to pupils, teaching staff and parents.
- Oral feedback should be given during the lesson allowing pupils to think about their learning and make improvements to their work there and then. This is often the most appropriate form of feedback for our pupils. Oral feedback is particularly important for our pupils with language and communication difficulties who benefit from immediate, simple forms of feedback to promote an understanding of their achievements.
- Lots of praise and encouragement will be given to pupils during activities and when activities have been completed. Celebration assemblies allows us to celebrate pupils' efforts and achievements.
- The date and the learning outcome will be written on every piece of work either by the pupil or member of teaching staff.

- Marking should be done as soon after the lesson as possible. Pupils will be given time to look at their marked work and reflect upon their learning. When appropriate, pupils will be given time to make further improvements/complete corrections.
- As pupils become more confident they will be encouraged to assess their own work and comment on the work of others, leading up to peer assessment.

Where appropriate all teachers follow a 'Tickled Pink' and 'Green for Growth' system.

Where learning outcomes have been met and progress has been made, this will be highlighted/ commented on in pink. Next steps will be highlighted/ commented on in green. Teachers may choose to reinforce verbal feedback with a pink object of reference if appropriate for their class. This system will also be used when annotating photographs and Learning Journals.

Annotation

A key part of ensuring consistency across the school is in the accurate and useful annotation of work including photographs. Annotation should include the context of the evidence, the level of types of support given, it may include the frequency that the target was met and the level of interaction that the pupil demonstrated.

Work may also be annotated with a Gold Star. This will highlight where pupils have made clear progress towards a specific, individual target. For example, if an IEP target is to focus on letter formation and progress towards this target is clearly evident then the adult will use the gold star to highlight the progress. This may be evident in the very next piece of work or in future work.

Self Assessment

Where appropriate pupils will be encouraged to use self assessment as a form of marking their work. They will be encouraged to reflect on their own development and progress, comparing their current work with that produced previously, their own personal targets and lesson objectives. Showing examples of work that do and do not meet the success criteria can help pupils to understand more fully what is required and to reflect on the things they need to do in order to improve.

Pupils will be encouraged to use a traffic light system when completing self assessment. They will be encouraged to colour or circle the appropriate part of the traffic light to assess their work. (see attached traffic light visual aid).

Where appropriate pupils will be encouraged to generate a target following on from their self assessment.

Peer Assessment

For pupils who are able to successfully self assess their work, there will be opportunities for them to develop peer assessment skills. All peer assessments will use the traffic light system to ensure continuity across the school.

All pupils will respect the following rules:

- Respect the work of others
- Identify successful features
- Think about the learning objective and the success criteria when suggesting improvements
- Provide word suggestions positively

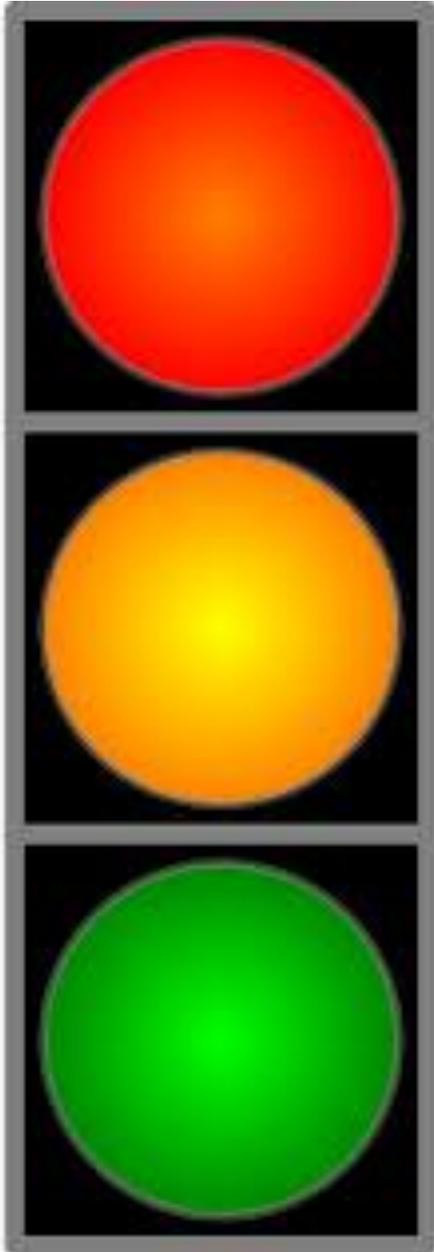
Central School
Standard Annotation Codes for Early
Years, Key Stage 1 and 2

I	Independent (Work was completed without help, including any subtle gestures)
VP	Verbal Prompt (pupils given verbal as to what to do)
GP	Gestural Prompt (pointing or gesturing towards what is required)
PP	Physical Prompt (specify degree of support e.g. hand over hand will be noted Total PP)
GQ	Guided questioning (e.g Questions that guide students to the right answer)
CO	Choice of..... (e.g. student was offered a choice of 2/4 symbols or answers)
VF	Verbal feedback
SC	Pupil has made own corrections in green pen
CT	Corrected together – corrected with an adult in green pen

Marking Codes

CL	Capital Letter
FS	Full stop
Sp	Spelling mistake
L	Start a new line
//	Start a new paragraph
Ww	Wrong word used, for example, there and their
P	Punctuation
	Finger Space
T	tense

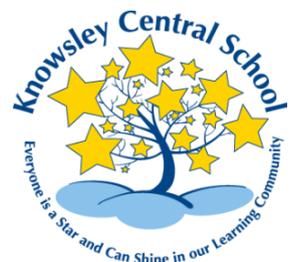
Self Assessment



Stop! This was hard for me.

OK but I need to work on this.

I did well, I can move on.



Peer Assessment

Stop! I think you might be finding this hard.

OK but I think you need to work on this.

You did well, you can move on.

