



Glenbrook Primary School

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MARKING AND RESPONDING TO CHILDREN'S WORK

1 Introduction

Our marking of children's work uses a variety of approaches, including conferencing, written comments, verbal feedback and self assessment and peer marking. The type of response used will be influenced by the purpose of the work being marked.

Our marking will demonstrate that we value the child's work. For this reason we mark work daily, and if possible, alongside the child. All staff mark in red pen with neat handwriting that reflects the school handwriting policy. If the class is taken by a supply teacher then we expect work to be marked by that person.

2 Aims and Objectives

The core aims of the marking of children's work are:

- To provide opportunities to give praise and encouragement and to show we value their work.
- To motivate children to want to produce high quality work and make progress.
- To reinforce the standard being aimed for.
- To teach children to recognise what they do well.
- To help children to improve their work through the setting of challenging, but achievable targets.
- To allow children to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, but then good to learn from and remedy them.
- To see if teaching has been effective and inform the next steps of planning.
- To provide a record of past interactions for outside

audiences.

3 Implementation of the policy

Providing Feedback for learning

"In order for improvement to take place, the child must first know the purpose of the task, how far this was achieved and finally being given help in moving closer to the goal by understanding how to close the gap."

Professor D Royce Sadler, 1989

We believe that for children to improve they must know the goals they are aiming for, where they are in relation to that goal and exactly what they must do to get there. They also need the confidence and motivation to achieve success. This means that feedback must relate to the focus of the learning (learning objective) and needs to be specific enough to explain why something is good and therefore meet the learning objective. This involves the use of clear success criteria.

We use success criteria in our lessons to remind children of those aspects of the task on which they need to focus. This enables pupils to refer to them as they work. Regular use enables the children to begin to self evaluate against criteria, identifying the areas they do well and which they need more help with. Our success criteria will form the basis of oral and written feedback to children.

We believe the characteristics of effective feedback are:

- Immediate oral feedback is the most effective, no matter what the age of pupils.
- feedback which points out the successes and where improvements are needed against the learning objectives and the related success criteria, has the most impact.
- feedback should be regular and prompt. It can be 'on-the-hoof', but should also be planned for as structured sessions which allow pupils time to reflect.
- feedback should take place throughout the lesson and should be consistent with the learning objective; the involvement of teaching assistants is therefore very important.
- feedback is most effective when it confirms pupils are on the right track and when it stimulates specific improvement to a piece of work.
- feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation.

- an ethos of celebrating challenge and difficulty should be fostered, so pupils have the skills and confidence to ask for help. Presenting difficulty as a necessary and exciting aspect of new learning helps children do this.

Marking work

We recognise, when marking, that too much information for the child is often unhelpful and we will avoid heavily focusing on the secretarial aspects of writing if it is not the main focus of the lesson. Giving children too many criteria to focus upon can be confusing and demoralising. Therefore, we aim to highlight success and improvement needs against a few clear success criteria and then asking for small improvements be made. We recognise this has a very positive impact upon learning. We aim to train children in and model for children our marking system in order for them to be encouraged to mark their own and others' work using this approach.

Marking and editing symbols are used to identify where the child has received support and to address mistakes within the work. (Appendix Three).

The Success and Improvement Strategy

At Glenbrook Primary this is also known as 'Three Stars and a Wish'.

Step 1 Showing success - find the 3 best places in the child's work, related specifically to the success criteria and identify them in some way. At Glenbrook we use a green highlighter pen.

Step 2 Indicating improvement – use a different symbol/highlight the work to indicate precisely where an improvement can be made. At Glenbrook we indicate an improvement by using a pink highlighter pen.

Step 3 An improvement suggestion (prompt) is written/asked for by the teacher. This helps the child to know *how* to make the improvement.

For example, after highlighting three successful aspects of the writing the teacher may indicate with an asterisk or arrow that an improvement could be made where a child has written 'this person is a good friend'. The following improvement prompts are possible:

- **A reminder prompt**

This is most suitable for more able children and simply reminds them of what could be improved:

Say more about how you feel about this person

- **A scaffold prompt**

This is most suitable for children who need more structure than a simple reminder and provides some support.

How is this person a good friend A question

or

Tell me something that happened A directive

which showed you they were a good friend

or

He showed me he was a good friend An unfinished sentence
when.....

- **An example prompt**

This is very successful with all children, but especially with less able pupils and gives the child a choice of actual words or phrases.

Choose one of these or your own *He is a good friend to me because he never says unkind things about me.*

My friend is a good friend because he is always nice to me.

We recognise this system would be unmanageable if it were used for every piece of work but aim to use it across the curriculum, linking to curriculum targets where appropriate.

Children responding to marking

We agree that the most important element of this strategy is the response children make to the marking. Work should be returned as soon as possible after marking, and children are given time to read the successes and improvement suggestion. Time allowed should be about 5 minutes. The teacher or teaching assistant will support the less able pupils to ensure they understand how to make the improvement.

By following this strategy we aim for children to enjoy the way their work is marked and be keen to make improvements. Children will value success criteria because these help them to know what the teacher is looking for and this may further improve attitudes of our reluctant writers.

Children marking their own work

This involves children reflecting on their learning strategies and developing the skills and confidence to analyse and critique their work. It results in a gradual shift of power from teacher to child, but can only happen if the teacher gives pupils the support and training they need.

Quality self marking

We will aim for our learning objectives and success criteria to be very clear for children to mark their own work effectively. Self marking is introduced once children are familiar with the success and improvement strategy and have used it with the teacher for some time. We accept that self-marking is best done in stages, with each stage worked through orally before anything written is expected. These stages will help the children to thoroughly consolidate their analytical and evaluative skills as they go along.

- Stage 1:** Children identify two or three of their successes
- Stage 2:** Children identify their successes and an aspect of their work that could be improved
- Stage 3:** As above and children then make an 'on the spot improvement, possibly after partner discussion.

Paired marking

We agree that many children find it helpful to work together on a piece of work, agreeing which are the best parts, where the improvement is needed and what would make it better. One of them (usually the author), then makes that improvement. This is a particularly helpful strategy to use with younger children or less able.

Peer marking

Another strategy we encourage is where children mark each other's work and suggest how it might be improved. A number of things will be taken into consideration, including:

- Creating a class agreement on the ground rules for peer marking, for example whether the peer marker will write on the child's book or use post-it-notes or a writing journal for this or it may be that any improvement suggestions will be verbal
- Children need time to read the work and reflect upon the success criteria before critiquing another's work
- Both partners should be of similar ability

We acknowledge this is also a useful strategy part-way through lessons, so that the child can make the improvement and continue writing with a better understanding of quality.

Whether children are involved in self, peer or paired marking we accept it takes time and commitment to train them and establish it effectively, but agree it is well worth persevering because once children are able to use these strategies they begin to understand and take responsibility for where their learning is going. Giving pupils choices about the way their work is marked and ringing the changes helps to keep them motivated and suits the needs of different learners.

Teaching children how to edit and self correct

If spelling is the focus of the lesson, words spelled incorrectly are underlined. The teacher may write the correct spelling above the error, in the margin or beneath the piece of writing. Pupils may also be encouraged to seek out the correct spelling for themselves using a dictionary.

- Where a phrase is incorrect, a square bracket is placed around it together with a small x [.....]x.

- Incorrect paragraphing is indicated by a double forward slash //
- We miss a line to start a new paragraph.
- Any omissions are indicated by an upward arrowhead.
Eg: ^
- Children may correct their work by using square brackets as above.
- Rewards such as stamps or smiley faces may be used at the teacher's discretion.
- Word processed work will be dealt with in the same way as handwritten work.
- Correct answers are ticked.
- Errors are marked with a cross (x) and then ticked when corrected or where appropriate. The class teacher will use a consistent approach to identifying errors.

Marking work across the curriculum

Marking against the learning objective should be considered to be of paramount importance. Other errors should be dealt with at the teacher's discretion, taking account of the child and the nature of the error.

Responding to non-written work

The principles of responding positively and constructively to children's work is equally applicable in practical subjects such as Art and Design, DT, Music and Physical Education.

4 Monitoring and review

The Role of The Assessment Co-ordinator within the marking policy

A key aspect of the Assessment Coordinator's role is to monitor, evaluate and review the effectiveness of our marking procedures throughout the school. This is achieved in a variety of ways including reviewing planning, scrutinising work, discussions with staff and pupils, observing in lessons and providing appropriate and high quality resources. An example of the school's pupil interview sheet is within appendix two.

- To monitor the implementation of the marking policy.
- To use assessment data to monitor progress.
- To support staff with new ideas, resources and materials relevant to the policy.
- To monitor standards and to lead work sampling sessions

- where staff moderate marking across the school.
- To make recommendations for further improvement.

Staff development

We are committed to ensuring that all staff develop and maintain their skills and are able to make professional decisions regarding assessment and marking. Staff are encouraged to identify areas in which they feel they may benefit from further training. Training needs may also be identified by the subject leader or the team co-ordinator. Training may be provided in a number of ways including in school provision and attendance on courses. The subject leader will ensure that staff are aware of training opportunities.

It is the responsibility of our governing body to agree and then monitor the school marking policy. Our governing body tracks the progress of core groups of children across the school. They will monitor how the marking policy is being implemented in school as part of their work scrutiny.

Policy prepared by: Mrs S Eyre (Headteacher)

Date prepared: February 2015

Date ratified by the Strategic Development Committee: 27.04.15

Signed: (Chair of Strategic Development Committee)

Mrs P Shaw 

Signed: (Head Teacher)

Mrs S Eyre



21.5.15

Review date: February 2018

Appendix One

Every class should agree a set of golden rules for marking with their response partner.

Golden Rules for marking with a response partner

- I will work with someone who sits on my Literacy table, where possible.
- I will take time to reflect and check my writing before my response partner works with me.
- I will read out my work for the response partner so they have time to think about what I have written.
- I will always begin with a positive comment about the work I am marking.
- I will agree with my response partner on the parts to be changed.
- I will edit my work as a result of the discussion I have with my response partner.
- The focus for marking work will be our learning objective for the lesson.
- I should ask for something to be explained if I am not sure. I will try not to jump to conclusions.
- I agree to the golden rules listed above and will try my hardest to follow them.

Appendix Two

Class:

Date:

Questions children have been asked about marking


Children will be asked to bring along their Literacy book which has been marked according to the marking policy.

<u>Questions</u> (to be related to the piece of writing the child has brought)	<u>Ability level:</u>
Can you explain how your writing is marked?	
How do you feel about the way your writing is marked?	
Can you show me where your teacher has highlighted something? Do you know why your teacher has highlighted this part of your writing?	
How does it make you feel when parts of your writing are highlighted?	
Are you given time to read the comments your teacher has written? Is it enough?	
Are you expected to do anything to your writing when you get it back?	
Can you show me where you've made an improvement in your writing?	
Did your teacher's comment help you to understand how to make this part of your writing better?	
Can you explain why the writing is	

better now you have changed it?	
Do you think the teacher's marking is helping you improve as a writer?	
Any suggestions? Do you need more help to understand the marking?	

Feedback

Appendix Three - Marking and editing symbols

Symbol	Meaning
TS	Work completed with teacher support
TA	Work completed with TA support
1:1	One to one support
OA	Other adult support
	Oral feedback
I	Independent work
RP	Response partner
Green highlighting	Indicates success in meeting the LO (no more than three areas)
Pink highlighting	Indicates where an improvement should be made (one only)
*	Think about.....handwriting, presentation, using ruler, sharper pencil etc
<u>Editing Symbols</u>	
sp ~~~	Give correct spelling and copy
~~~ t	Use a thesaurus to find a better word
~~~ d	Use a dictionary to find the correct spelling
CL =	Capital letter needed
LC =	Lower case letter needed

~~~~?	This doesn't make sense
~	Missing Punctuation
^	Missing word
//	New paragraph