DATE PALM
PRIMARY
B u i l d i n g   f o u n d a t i o n s   f o r   l i f e

MARKING POLICY

DATE PALM STATEMENT of INTENT

At Date Palm our vision is for the School to ensure our pupils grow like a Date Palm tree – with **strong foundations, lofty branches and produce fresh fruit**:

- ✓ To build **Strong Foundations for Character Development** that:
  Instil values; inspire each pupil; display best manners.
- ✓ To have **Lofty Branches of Educational Excellence** that will:
  Provide a broad and varied range of experiences and learning opportunities; help each pupil progress and develop in all aspects; support their skills and talents.
- ✓ To produce **Fresh Fruit that provides services to their Communities** in order to:
  Become responsible and confident citizens; make a positive difference; commit to charitable endeavours; become effective contributors towards Britain's future.

Reviewed by	Position	Signature
Saira Karim	Assessment Coordinator	
Luthfa Begum	SENCO	
Kiran Rahman	External Governor	

Reviewed: July 2022
Next review date: July 2024

Marking Policy

Introduction

At Date Palm Primary School we want all children to make good or better progress and develop positive attitudes to their learning. 'Assessment for Learning' is central to children recognising and achieving their potential.

Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.

The following policy outlines the key issues that ensure the teachers and the children at Date Palm Primary School achieve high standards and have ownership over the learning and teaching that takes place within the school.

Aims

As a school we are mindful of workload implications of written marking and of the research surrounding effective feedback. As part of this process the staff unpicked previous policies including areas that were supporting children's progress and those that had minimal impact, we researched examples of good practice at other schools and developed a feedback policy that we feel has the most impact on children's progress and learning at Date Palm Primary School.

In devising this policy, we are mindful of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload.

As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: Meaningful, Manageable and Motivating.

Explicit Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and why it is important – 'the bigger picture'. It is therefore important that pupils know the learning objective to the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective.

Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson intention. The learning objectives will focus on learning not activities.

Success Criteria

Developing success criteria to achieve the learning objective will help provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues. Success criteria can be generated by the teacher, but it has been recognised that where children together generate their own success criteria to meet a learning objective they gain more ownership over their learning with positive results. We recognise that on occasions there is no need for more than 1 or 2 success criteria and to be most effective, a limit of no more than 5. Feedback against the criteria frees children from personal discouragement.

Questioning

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking.

Asking questions raises issues; from this the teacher builds up knowledge and information about the children's understanding and misconceptions. Time needs to be invested in framing key questions to use during the demonstration and modelling part of the lesson to ensure learning progresses. Key questions, including prompting, promoting and probing questions, are used throughout lessons. Wait or 'thinking' time is essential to give all children the opportunity to think and respond.

This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of 'talk partners' where children can rehearse and scaffold their answers will

lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning.
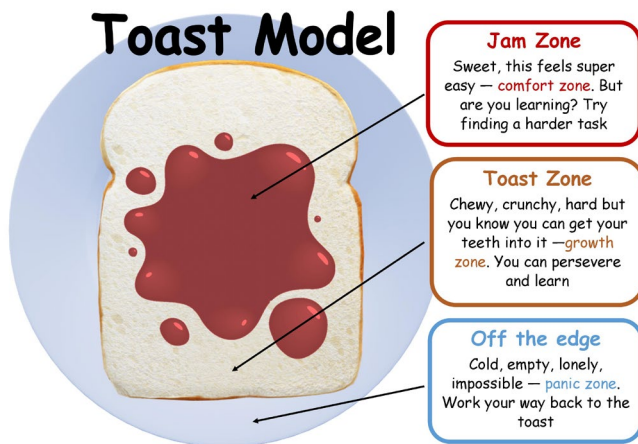
Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning as well as responding appropriately to the mistakes that pupils make. Teacher's feedback will provide pupils with the information they need to achieve the next step and make better progress. Feedback will always be constructive and sensitive because any assessment has an emotional impact. The following are a number of ways feedback can be given:

Verbal Feedback

- Most regular and interactive form of feedback.
- Focus on being constructive and informative to help pupils take the next steps in their learning
- Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said)
- Whole class or group marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling
- Opportunity to model the language pupils can use when responding or giving feedback to others
- Developmental feedback- recognise pupils' efforts and achievements and offer specific details of ways forward.
- Emphasise the learner's progress and achievement rather than failure.

Self-assessment

We will encourage pupils where possible to self-assess their work. This can be conducted via thumbs up and using the Toast model of learning.

Toast Model

Jam Zone
Sweet, this feels super easy — comfort zone. But are you learning? Try finding a harder task

Toast Zone
Chewy, crunchy, hard but you know you can get your teeth into it —growth zone. You can persevere and learn

Off the edge
Cold, empty, lonely, impossible — panic zone. Work your way back to the toast

Peer assessment

Children can mark their own work against success criteria and on occasions can be involved in shared marking. This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways as follows:

- Find one word you are really proud of and underline it.
- Decide which of the success criteria your peer has been most successful with and which one needs help or could be taken further.
- You have 3 minutes to identify two places where you think your peer has done this well.
- You have 5 minutes to note down one thing your peer could do to improve this piece of work next time.

Marking

After the lesson, the teacher looks through the pupils' books to evaluate learning based on what went well (WWW) and success criteria.

Teachers tick and acknowledge each piece of work in each lesson to show it has been checked, are free to add a brief comment on the work of pupils they fed-back to, and should 'star' any parts of work that are worth sharing as good examples as 'polaroid moments'.

English Second Draft Marking

Teachers will have looked at pupils' 'Box It Up' an provide verbal feedback and identified strengths and weaknesses. Teachers will provide **Quality Teacher marking (QTM)** on second draft using star and target, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the

writing; the actual content adhering to the marking code. Children will then have a short period of time to proof read their work, checking for similar errors and putting them right. Marking and feedback will be followed up with a session where children receive whole class feedback about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses.

A few children will need more support than this in order to be successful at improving their own work. Younger children in KS1 in particular may need verbal feedback alongside written comments as they learn to become more independent, although many young children are quite able to edit and proof read independently after teacher modelling.

Writing in foundation subjects

Teachers will provide **Quality Teacher marking (QTM)** on extended writing pieces following the marking code.

Spellings

Spellings and how to mark them can create difficulties. As a general rule, teachers should underline the incorrect spelling for the child to write the correct version. In work where there are many incorrect spellings, careful professional judgment is required in determining how many to identify so as not to demotivate the child.

Challenging the More-Able

Sometimes it is children who find writing easy who do not challenge themselves to improve their writing through editing, settling too readily for their first attempt. These children may initially need specific clues about what an ever better piece of writing might look like.

- Set group or individual challenges, "before you've finished editing, you need to have...
- Use their work in modelling and then expect them to do the same.

Feedback in maths

In terms of day to day maths learning, teachers should have the answers to questions available, and half way children should check their answers themselves. That way, if they have got the wrong and misunderstood something, they can alert the teacher immediately.

Less confident children should be provided with instant feedback, and once confident to move to the next level. In addition to this, teachers should provide acknowledgement tick to gauge children's learning.

Principles of good marking

Good marking or annotation of children's work should:

- Be positive, motivating and constructive
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Provide information for the teacher on the success of the teaching
- Relate to the Learning Objective of the lesson set but also relate to basic skills in English linked to handwriting and spelling
- Positively affect the child's progress
- Contain comments from the teacher which are particularly focused and diagnostic revealing very good subject knowledge
- Relate to literacy targets in written pieces particularly those linked to basic skills
- Ensure children can actively demonstrate understanding of targets set
- Work marked by someone other than the class teacher should be initialled e.g. TA – teaching assistant, ST – supply teacher, children marking should put their initials.

All teachers will adhere to the above principles and:

- Provide regular verbal feedback
- Provide time in lessons to review feedback from previous lessons
- Adjust planning in the light of marking
- Make learning objectives explicit
- Involve children in the process from an early stage
- Ensure children are clear about the teachers expectations
- Use children's work as exemplars

APPENDIX A

Marking Code: Date Palm Primary

Blue pen will be used for marking by the teacher. Children will use pencil colours to self and peer assess.

Code	What it means
✓	Correct
?	Incorrect
ⓑ	Capital letter
.	Full stop
<u>Word</u>	Spelling mistake
Word	Grammatical error
Word	Use ambitious vocabulary
Ⓕ	Finger space

	(L)	Start a new line
	//	Start a new paragraph
	LO	Learning Objective
	(I)	Independent work *
	(S)	Supported work *
	(T)	Target set
	(*)	What went well
	(VF)	Verbal feedback
	(SA)	Self-Assessment
	(PA)	Peer-Assessment

*For SEN students

APPENDIX B

	Type of marking	What it looks like	Approximate Frequency (Guideline will depend on subject area)
1	**Acknowledgement and checking (T&F)**	Light touch/tick and flick/checking and marking – in order to support the giving of quality feedback at key points in the learning process, other work should be marked in less detail.	2 each week
2	**Quality Teacher marking (QTM)**	QTM should consist of one star and a target framework. It should be laid out at the end of the piece of work as follows- positive comment or star comment which relates to the LO/ SC **Excellent work, I can see you have started to use ambitious vocabulary in your work, keep it up!* A target area where one area of the SC was not met/ or a suggestion/ question to encourage further thinking/ use of blooms taxonomy. *T- You have used simple sentences in your work; **recommend some connectives that you can use to make it more interesting.*** The strengths and targets should relate to the SC set for the piece of work given.	Second draft writing is done in Literacy for Years 1-6 All extended foundation writing.

		Quality questioning, reminder prompts and comments should be used to help child in understanding what they achieved and what they could have achieved.	
		Quality marking should look at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing Effective feedback comes under three main headings; **Specific Achievement** feedback identifies specific aspects of successful attainment and or progress. This relates directly to the LO/ SC. **Specific Improvement** feedback identifies where mistakes or misconceptions lie and how work can be improved. **Specific Extension** feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking. When feedback is specific and provides opportunity for specific response, it enables effective progress to follow. Feedback should: • Be positive, specifically identifying what has been done well. • Identify an area for specific improvement followed up with an improvement task OR • Identify a specific area for deeper investigation/ extension of understanding Responding to feed back Children should be given extra time in lesson to respond to the QTM – this can be done verbally or written down	
3	**Peer marking/Self-assessment (SA/PA)**	Opportunities should be built into the plan to allow for peer and self-assessment, only self-assessment in KS1 as they may not understand how to evaluate their peer work. This should allow students to gain a better understanding of where they are, where they need to be and what they need to do to get there. This is done in colour pencil to highlight the student marking. Peer assessment- KS2 : -Children need to identify one positive aspect of work and suggest one area of improvement Years 1-6 - children should be self-assessing their own work with the use of the toast model, for example: Plate 'This is too hard and I need support'	PA at least once every half term for Years 4-6 SA – daily maths lesson using toast model

		Toast 'This is a little hard, but I can persevere and do this' Jam 'This is super easy' **No peer assessment for Years 1-3**	
4	**Verbal feedback (VF)**	There should be opportunities for effective verbal feedback. It involves frequent use of open and probing questions and an ongoing dialogue as work progresses towards the LO/SC. Write VF for verbal feedback given. Or if all students have made the mistake give VF in class. This can be done through a group of students/ 1:1 feedback.	Foundation every fortnight. Maths verbal feedback minimum once a week per student.

Marking Subject Guidelines

Subject	QTM	Tick and flick	VF	SA	PA
Maths	-	Daily	Once a week per student	Daily	Y4-6: 1 every half term
Literacy	Every Box it Up and second draft - star and target	All other literacy pieces (grammar, word aware, reading as a reader, reading as a writer, etc.)	Regular	First draft	First draft
Foundation extended writing	Extended writing using the marking code no star, target.		–	-	–
Foundation subject	–	All pieces acknowledgement tick	Every fortnight.		Y1-6: 1 every half term (orally)