

**ST JOHN'S ANGELL TOWN
PRIMARY SCHOOL
NEXT STEPS MARKING POLICY**



“Learning to make the world a better place”

Reviewed	Summer 2017
Next Review	Summer 2018

RATIONALE

The policy is a working document, which generates and informs good practice within our school. It reflects the school's core values and beliefs in how we support learners and help learners to achieve. It is also a means of promoting high quality learning. This document works hand in hand with the School Assessment Policy and Practice Policy.

AUDIENCE

This policy is for all teaching staff. All staff are expected to be involved in the marking and feedback of learners (support staff under the direction of the class teacher). The policy also aims to assist parents in their understanding of assessment practices and to ensure understanding of how children are involved in assessment for learning.

PURPOSE

1. Marking is an essential part of the learning process and, as such, is one important way of informing children of teacher satisfaction and expectations.
2. Marking is an effective way of keeping the child focused on agreed targets.
3. Marking can be the 'path' through which a child makes sense of the curriculum.
4. To involve pupils in the assessment of work and identify steps for improvement.
5. To note the level of support given and success towards meeting the learning objective.

The policy aims to:

- To raise standards ;
- To ensure whole school consistency of feedback and marking, by all who are involved in giving feedback and marking e.g. teachers, teaching assistants, parent helpers, students etc ;
- To ensure that feedback is effective and that work is quality marked ;
- To assess where the pupil is and to move him/her on to the next step in learning. ;
- To actively involve the children in their learning e.g. by use of Talk Partners;
- designing success criteria etc;
- To give children the skills to evaluate their own work:
- To raise pupil self-esteem and celebrate success;
- To ensure a manageable system enabling focus on particular groups ;
- To inform parents.

AIMS INTO PRACTICE

Guidelines throughout the school for marking.

Teachers will:

1. Acknowledge all pieces of work. This may be through next step marking, a tick, smiley face or mounting work on display.
2. For the purposes of assessment, where specific help has been given will be made clear, particularly if this affects the attainment achieved.
3. Encourage children to frequently comment on their own work.

Early Years and Foundation Stage

Marking for writing and recorded mathematics is instant oral feedback. Children respond as soon as possible, e.g. by correcting number formation.

Key Stage 1 and Key Stage 2

1. Marking will :-
 - comment on success, linked to the success criteria
 - provide constructive suggestions about ways in which the pupil might improve his/her work (see next step marking)
 - be selective in the aspects chosen to comment on
 - be clear and legible (using red pen).
2. Use shared marking (use visualiser/epidiascope, enlarge a piece of work, photocopy it or scan), as a way to emphasise that we are learning to learn; that making mistakes is part of learning, and shows progress and growth.
3. Have agreed codes for marking (Appendix C)
4. Give children time to respond to marking, perhaps at the beginning of the next lesson in that subject. **Fix-It Time** to be used for Maths and Literacy every week.
5. Acknowledge **all work** in books, at least with a **tick**.
6. Use next step marking, as appropriate.

NEXT STEP MARKING

1. There should be detailed marking **once a week for English and Mathematics.**
2. Teacher needs to model aspects of next step marking before children respond to marking in their books.
3. Give feedback which suggests a next step for the children to improve their work e.g.
NS: (persuasive writing) Can you add a rhetorical question to your writing?

NS: Can you find three adjectives to describe the giant?

NS: (T U x U using grid method) Does this method work when you multiply HTU x units?

NS: Why does the heart pump faster?

4. A possible way to next step mark is to indicate a sentence that needs development e.g. a better opener, more description. This is most time effective if whole class/group has the same improvement to do. Again, this needs to be modelled before children use this strategy.

How clear is the feedback given to pupils?

Some examples of negative impact statements:-

"Put in more detail" Yes, but what sort of details?

"A lovely story" So is it perfect, then?

"Good work" How good? In what way?

LEARNING TARGETS/QUESTIONS/CURRICULUM OBJECTIVES

1. Curriculum objectives and Success Criteria should be written in child speak. Success Criteria should have support and challenge built into them.

2. Learning targets/questions/curriculum objects should be stuck in English and Mathematics books for daily sessions or at the beginning of a unit of work (generally undertaken on a weekly basis)

LO: To convert grams to kilograms
To know that weight is measured in grams
To measure accurately in grams
To convert grams to kilograms by dividing

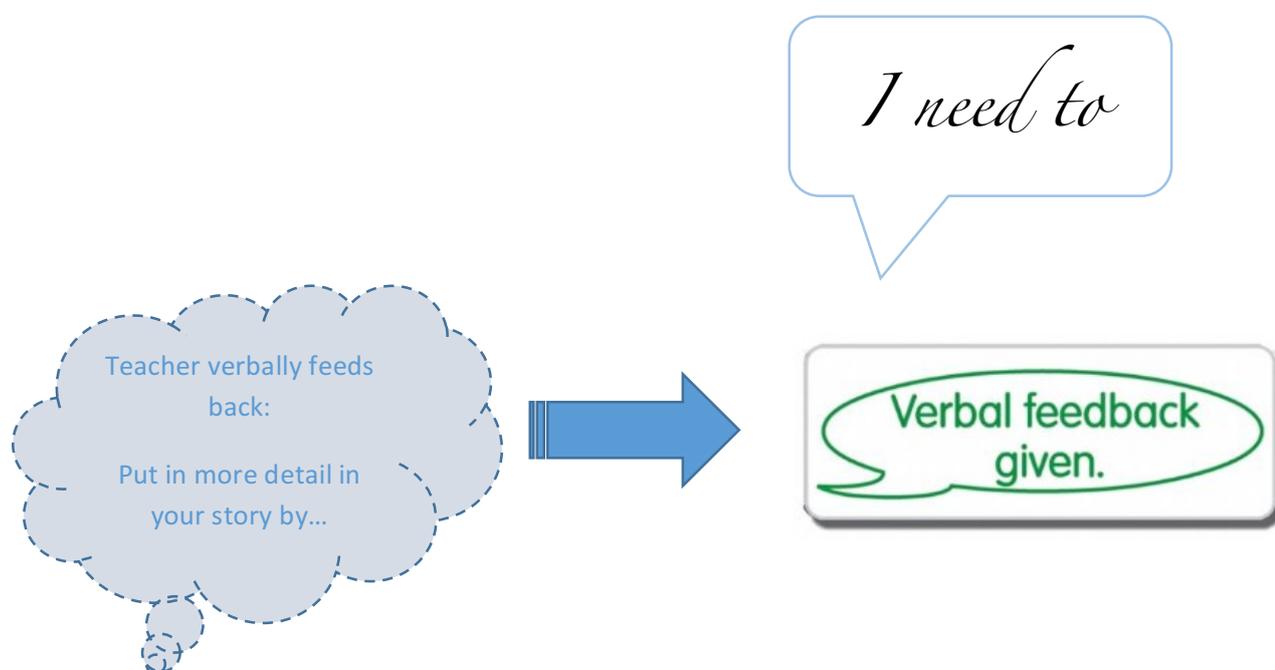
*In key stage one Learning objectives are described as WALT (What are we learning today).

ORAL FEEDBACK TO PUPILS

We believe that regular oral feedback is at the heart of good teaching and learning. Oral feedback is a tool that teachers use on a daily basis to inform their practice and to make children aware of how to improve their work (see Learning and Teaching Policy for further information)

Children must be involved in acting upon verbal feedback given by a teacher or other adult involved in activities.

Where verbal feedback is noted as being given, the child or peer or adult must record in 'spider' or 'balloon' diagram the reflections or next steps of the child.



Appendix A

Strategies to Improve Marking

- Mark within the lesson as a priority (live marking).
- Comments should be short, concise and in age accessible language.
- Marking should, where possible, relate to success criteria.
- Use Marking Code: Highlight the good parts of the work (pink) (eg a sentence or word in a piece of writing for sharing with the class as an example of excellent meeting of the Success Criteria NOT the whole piece of work.
- Highlight parts for improving (yellow/ light green)
- Child to do minor corrections e.g. full stops/capitals in green pen
Longer corrections can be done underneath work (only in pen/pencil)

- Shared marking – on visualizer or enlarged copy, mark a piece of work with class to model process of how to correct.
- Paired marking during lessons
- Allow children at least 15 minutes per week, to act upon corrections/ next step marking.
eg: Fix-It Time (a good time could be before the start of the next lesson).

Appendix B

Useful closing the gap comments are:

- A **reminder** prompt (e.g. 'Think of a better word than bad.' 'What else could you say about the prince's clothes?');
- A **scaffolded** prompt (e.g. 'What was the monster doing?', 'What kind of monster was he?', 'The monster was so angry that he...', 'Change bad for a word that makes him sound more scary.')
- An **example** prompt (e.g. Use one of these words instead of bad – ferocious, terrifying, evil.). This type of prompt will begin to widen a child's vocabulary.

1.3 Arrangements for co-ordinating SEND provision. The SENCo's role is to:-

- manage the day to day operation of the SEND policy
- liaise with and advise colleagues
- co-ordinate provision for SEND pupils
- oversee the records of all pupils with SEND
- liaise with parents of SEND pupils with CT's
- contribute to in service training of staff
- liaise with external agencies including Educational Psychologist (EP), other support services, social services and voluntary bodies

1.4 Admission arrangements comply with the Lambeth admissions criteria.

Appendix C

Marking Codes

MARK	MEANING
Pink (progress) highlighter	Good progress made. Aspects of work being achieved
Yellow /Green (growth, room for improvement) highlighter	Work needs to be improved / not achieved) 'Pink Think' eg spelling mistake, structure, Success Criteria not enough evidence to meet it.
h/wr	Please improve handwriting
I	Independent work
S	Help has been given by teacher or teaching assistant.
V	Verbal /oral feedback given
GW	Guided Group work
 Sp. (in margin KS2)	Check the spelling of this word.
GR	Grammar correction
●	Think again/ try to correct
WWW	What went well.....
EBI	Even better if.....
WDYT	What do you think Children to make a comment about the work marked or further work to be explored.

CHILDREN'S MARKING SYMBOLS



I HAVE UNDERSTOOD THIS WORK REALLY WELL AND I UNDERSTAND ALL OF THE LEARNING OBJECTIVE.



I UNDERSTOOD SOME OF THIS WORK AND I ACHIEVED MOST OF THE LEARNING OBJECTIVE.



I FOUND IT HARD TO DO THISWORK AND I WILL NEED FURTHER HELP.

This policy is linked to the Teaching and Learning, Assessment and New Curriculum Policies.

Presented to the SLT May 2017

Agreed by Governors

Signed

Designation