



# **Lanivet School Marking & Assessment for Learning Policy September 2019**

## **Intention**

Marking children's work is a very important part of teaching and self-assessment. At Lanivet School we believe that marking children's work will help to improve their learning, develop their self-confidence and provide opportunities for teacher assessment, self-assessment and to inform teacher's planning. Marking and feedback can be oral or written, but should have a positive impact on children's work and learning.

We aim to develop independent learners who have the ability to seek out and gain new skills, knowledge and understandings. We want our children to engage in self-reflection and to be able to identify how to improve their work. Our aim is to equip children with the desire and the capacity to take charge of their learning through developing their peer and self-assessment skills.

As a result of this policy there will be greater consistency in the way that children's work is marked and the involvement of children in the marking and assessment process across the school.

All teaching staff have been involved in the development of this marking to ensure continuity and agreed best practise.

## **Implementation**

The following agreed procedures for marking and correcting children's work should be implemented by all staff.

- The marking of children's work can be verbal or written.
- Children's work should be marked as soon as possible after completion and, if possible, with the child/ children.
- Marking should be linked to the success criteria or learning objective.
- Marking must be done in pink for 'Tickled pink' to show meeting of criteria, objectives and correct answers in maths. Green should be used to show incorrect answers, or where corrections need to be made by the pupil.

- Achievement of the learning objectives/success criteria should be highlighted in pink if it has been achieved, green if it has not or a mixture of the two colours for partial achievement.
- Above the learning objective it should be indicated whether the child has completed or carried out the work independently, with a teacher or with a teaching assistant's guidance ( I T TA) by circling the correct abbreviation.
- Corrections, which have been indicated by the teacher or through self-assessment, should be carried out by the pupils in purple pen. Any work marked by the children should also be done in purple pen.
- Pupils can make improvements to their work before it is marked (self-assessment) in purple pen. Pupils may also complete an assessment marking ladder after they have finished a piece of writing to indicate whether they feel they have met the success criteria and also do this for a friend (peer assessment).
- Teachers must ensure that time is built into lessons for the children to read and understand the comments, which has been written on their work or any oral feedback given. Children should have time to reflect and to carry out improvements on a piece of work, as indicated by the marking key below.
- Children's work which has shown progress or achievement will be rewarded in the celebration assembly on Fridays by giving them a certificate for maths, reading, writing or a teacher focus.

## Impact

- Marking should be used to inform teacher's judgements concerning children's progress and to inform planning and assessment.
- Marking/Feedback should allow the children to improve, to gain a sense of achievement and what is needed for them to progress further.
- When pupils have opportunities to be involved in their own marking (self assessment) and peer marking this allows the pupils to become more independent and in charge of their own learning and development.
- All staff will ensure that our marking policy is implemented fairly and effectively regardless of gender, ethnicity and Special Educational Needs

## Marking Key

Key	Explanation – What is required
	Correct answers and responses are shown with a pink tick
	Incorrect answers and responses are shown with a green dot and children should correct them in purple pen
//	Two green lines show where a new paragraph was needed.
	Green circles are drawn around incorrect upper or lower case letters. A circle is then placed in the margin on the same line for the pupil to write the correction inside in purple pen.
Sp E.g. Colo_r	SP is written beside a word which is spelt incorrectly or in the margin on the same line as the incorrect spelling. Corrections (in purple) will be written in the margin by adding or changing a letter. The whole word will be written out at the bottom of a piece of work a certain amount of times which will be indicated by the teacher.
	An empty green circle is placed in the writing to show where a piece of punctuation is missing. The pupil must put the punctuation in the circle with their purple pen.
^	Placed in a piece of writing to show a word is missing. The pupil can correct this in purple pen.
It was a nice day.	A green line is drawn under a word to show the pupil that a better word could have been chosen. The pupil can write a better word above in purple pen.
	A green zig-zag is drawn beneath a word or sentence to show when it doesn't make sense.
I (T) TA	These abbreviations are written above objectives for the teacher or teaching assistant to circle signifying whether the pupil has completed the work independently (I), had guided support from the teacher (T) or from the teaching assistant (TA) to achieve the objective.
VF	This shows that verbal feedback has been given to the child about a piece of writing or about a specific answer in maths.
To be able to count in 100's from 0-1000	Objectives are to be highlighted in pink if the pupil has met the objective, in green if they have not met it yet and a mixture of the two for partial achievement.
To be able to count in 100's from 0-1000	
	An 'S' in a circle will be written next to the objective if a supply teacher has taught the lesson.