

## Marking Policy 2014

Marking will be evaluated against the impact it has on children's progress.

As a result of marking pupils:

1. Should understand what they have done well (green)
2. Are clear about how to improve (pink and teachers guidance/comment)
3. Make visible signs of improvement (gap task and in the work following)

### **Marking against Skills based LOs and Milestones**

For a vast majority of lessons Chris Quigley learning objectives should be used. These are taken from the age appropriate milestone, in most cases. From these objectives daily success criteria of 'must', 'should' and 'could' needs to be used to support children's understanding of the depths of learning they can, and have, achieved.

Use the assessment criteria for emerging, expected and exceeding to pitch the must, should and could success criteria appropriately.

Pitch of learning

For an average child			
	Term 1	Term 2	Term 3
Year 1	Milestone 1 - emerging (1)	Milestone 1 - emerging (1/2)	Milestone 1 - emerging (2)
Year 2	Milestone 1 - expected (3)	Milestone 1 - expected (4)	Milestone 1 - expected/exceeding(4/5)
For a higher ability child			
	Term 1	Term 2	Term 3
Year 1	Milestone 1 - emerging (1)	Milestone 1 - emerging (2)	Milestone 1 - Expected (3)
Year 2	Milestone 1 - expected (4)	Milestone 1 - exceeding (5)	Milestone 1 - Exceeding (6)
For an average child			
	Term 1	Term 2	Term 3
Year 3	Milestone 2 - emerging (1)	Milestone 2 - emerging (1/2)	Milestone 2 - emerging (2)
Year 4	Milestone 2 - expected (3)	Milestone 2 - expected (4)	Milestone 2 - expected/exceeding(4/5)
For a higher ability child			
	Term 1	Term 2	Term 3
Year 3	Milestone 2 - emerging (1)	Milestone 2 - emerging (2)	Milestone 2 - Expected (3)

Year 4	Milestone 2 - expected (4)	Milestone 2 - exceeding (5)	Milestone 2 - Exceeding (6)
For an average child			
	Term 1	Term 2	Term 3
Year 5	Milestone 3 - emerging (1)	Milestone 3 - emerging (1/2)	Milestone 3 - emerging (2)
Year 6	Milestone 3 - expected (3)	Milestone 3 - expected (4)	Milestone 3 - expected/exceeding(4/5)
For a higher ability child			
	Term 1	Term 2	Term 3
Year 5	Milestone 3 - emerging (1)	Milestone 3 - emerging (2)	Milestone 3 - Expected (3)
Year 6	Milestone 3 - expected (4)	Milestone 3 - exceeding (5)	Milestone 3 - Exceeding (6)

Marking should be against the success criteria.

After a series of lessons focusing on the learning objectives within a key objective it would be beneficial to use the key objective with the milestone indicators to assess a child's work and to support your suggestions for improvements.

### **Self/Peer and Teacher assessment**

- Teacher will mark 2 'groups' per lesson.
- '2 groups' of children will self-assess per lesson
- '2 groups' of children will peer-assess per lesson

To indicate who is assessing at the start of a lesson the teacher will put 'stands' on each table - I am self-assessing, I am peer assessing, My teacher is assessing my work.

### **Progress Checks following Chris Quigley Approach to support feedback**

#### Guide and return

Give guidance to group/individual - make a note of it (in book) go back soon afterwards to see if it has been acted upon

### Key Word

Check and give verbal feedback write in margin **G** return and ask child to show how they have improved their work - child can write what they have articulated in their book if appropriate

### Checklist/SC

SC, show where you have done each and give guidance on how to improve

### Self-review

Look at your work - identify what you have done well and reasons for your choice, what could you improve **G**, then give children a chance to improve soon afterwards to see the improvements in action

### Learning buddies

Find their buddy if they need help, teacher checks later if the child has understood their buddies advice, praise buddy if advice good. Encourage written recording. *Today I was a buddy for... they said...*

### **Marking for teacher/self/peer will be as follows:**

1. Highlight the success criteria in green and pink - if a child is doing this indicate with SA or PA next to the criteria
- 2.Highlight the children's work in green where they have shown as e.g. of achieving a success criteria so that they understand what they have done well.
- 2.Highlight in pink an e.g. of where the child has not met the success criteria or where there is most capacity for improvement so they are clear about what to improve
- 3.From the pink highlighting children need to be given feedback as to what is wrong/could be improved (written as a sentence) and then be given a **GAP TASK** to support them to know how to improve and provide opportunity to make visible signs of improvement.

There are four techniques of **GAP TASKING** depending on stage of teaching sequence and ability of child.

#### *Less Able, Early in teaching sequence*

- Example prompt
- Steps (instructions)
- Reminder

- Challenge - open ended task

*More Able, Towards the end of teaching sequence*

*Examples of these type of prompts:*

**Example prompt**

Remember narratives should be written in the past tense. Can you change this line of narrative so it is written in the past tense?

*The giant is screaming and shouting. (highlighted in pink)*

Which is correct 'a' or 'b' or try and re write the sentence yourself.

- The giant was screaming and shouting
- The giant is screamed and shouted.

**Steps**

Remember a sentence needs:

1. A subject and a verb so it makes sense in its own right
2. A capital letter at the start of each sentence
3. A full stop at the end of each sentence

Can you go through your work and mark every sentence using these steps.

**Reminder**

Remember if you are writing a narrative your writing should be in the past tense. A regular past tense ending would be 'ed'. You have missed 4 regular past tense endings and 2 irregular past tense endings. Can you find them and correct them?

**Challenge**

Could you interweave some dialogue into the description of your main character in the 2<sup>nd</sup> and 3<sup>rd</sup> paragraphs so that we can get an insight into the character through his words?

Children will respond to their gap task in green biro to aid visibility and will respond as near to the time it was set as possible. They must complete the gap task before their next lesson so that they can use this information to move their learning forward from this point on.

## **Progression in self and peer assessment**

Initially self and peer assessment maybe green highlighting. Then developing to a comment about what has been highlighted in green with examples of where they have done this in their work provided and finally progressing to highlighting the criteria in pink where they have not been able to provide an example of achieving this and consequently setting a gap task for themselves/ their peer using the support materials in the classroom (e.g. descriptosarus/grammar mat).

## **SPAG**

In addition to the above there should always be an expectation that in **all** work children are writing neatly, using spelling they have learnt and applying their knowledge of grammar and punctuation. Where this is not the case and the success criteria does not specifically address this additional comment will need to be made if this is not adhered to by the child. Basic SPAG errors must be picked up in the margin by the teacher for all children.

### **SPAG code in margin:**

G guidance given

### **On this line you have...**

Sp a key word spelling spelt wrong

^ a word missing

C a missing capital/a capital used incorrectly

P some missing punctuation/a punctuation error

Gr a grammatical error

Te a tensing error (grammatical)

It is expected that the child will find and correct where you have identified basic errors.

Teachers marking will be in red pen. Gap task ideas follow this document.

## **Target setting**

We will have 2 target days every half term - half way and end point (organised with ks leader) where teachers, lps and children will work with each other, assess and evaluate their work over time and look at where they think they are meeting objectives, find evidence for this and share and explain their evidence and you discuss the quality of their evidence with them.

This will be a familiar process to children as they will be used to assessing and evaluating their work as part of their everyday lessons, this will just be a regular summative judgement of a range of evidence rather than evidence from just that day.

Encourage children to use the language of process, depth of learning, few and many examples, independence and applied and emerging, expected and exceeding.

The children can see where there are gaps/areas for development in their learning which will form their next target. The key objectives will be displayed on the wall with learning objectives underneath and the children's name put next to the objective they are focusing on. Talk to them about what this means, the sort of evidence they can provide to show that they can do this and how this might look in a range of writing.

*Policy written by K Taylor July 2014 (amended October 2014)*

*To be reviewed July 2015*