



# GRESTONE ACADEMY

PART OF THE HAMSTEAD HALL ACADEMY TRUST

*Perseverance • Respect • Independence • Diversity • Excellence*



## Grestone Academy Marking Policy

### PRIDE

**Perseverance, Respect, Independence, Diversity, Excellence.**

**Perseverance** in all we do, **Respect** for others and our environment,

Developing **Independence** as we grow.

Celebrating **Diversity** together,

Achieving **Excellence!**

### Grestone Marking and Feedback Policy

This policy is based on consultation with Grestone staff, pupils and governors and takes into account the Report of the Independent Teacher Workload Review Group March 2016 -Eliminating unnecessary workload around marking.

It is acknowledged that, “effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.”

“Marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it.”

“Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils’ responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.”

“Feedback can take the form of spoken or written marking, peer marking and self-assessment.”

It is acknowledged that marking takes a variety of forms. At Grestone the purpose of marking is seen to be for advancing pupil progress.

#### Aims

- Show we value the children’s work and motivate them to produce high quality work.
- Raise children’s self-esteem and through praise for what they do well and encourage them to raise their aspirations.
- Gauge the children’s understanding and identify any misconceptions.
- To demonstrate what the children’s strengths are and how they can improve their work in the future through timely and high quality feedback.
- Create an ethos where mistakes are acceptable as long as learning allows children to remedy them.
- Embed opportunities for the child to learn how to assess their own work critically in order to create independence in learning and responsibility their own improvements.

- Embed opportunities for the children to assess each other's work identifying strengths and areas for improvement by which they can reinforce their own learning and learn the art of constructive criticism.
- Create an ongoing conversation between child and adult which will aid progression.
- Create challenging but achievable targets for improvement.
- Provide a basis for summative and formative assessment.
- Provide a basis for lesson planning.
- Establish a consistent approach to marking against specific learning criteria so that children understand how their work is marked.

Marking will take a variety of forms depending on the age of pupils. Before a piece of work is undertaken, children should be clear about what is going to be assessed when the work is marked. We set out clear learning intentions and success criteria, which enables the adults and pupils to mark effectively against the success criteria.

Marking should be carried out on a regular basis to show we value pupils work and to make rapid interventions to correct misconceptions. This should always be before the next lesson in a teaching and learning cycle.

### **EYFS**

Much of the marking will be verbal feedback. Next steps to learning are shared with pupils and recorded as part of planning. Evidence of pupils learning is recording in Learning Journeys. Motivation for pupils will be provided in a variety of ways including verbal, stickers and rewards within the school behaviour policy. It is acknowledged that written feedback is ineffectual due to pupils reading skills.

### **Key Stage 1**

Again much of the marking will be based around verbal feedback. However staff will begin to use consistent and recognisable symbols that pupils will become familiar with throughout the school.

### **Key Stage 2**

Marking will take the form of verbal feedback and written feedback.

### **Grestone's symbols and codes**

VF – verbal feedback given to pupil

Yellow highlighter – for “Yes” you have achieved the objective!

Pink highlighter – for something to think about it is not correct

Green highlighter – for a gap task to correct a misconception and to move learning on

Gr – a grammatical error

Sp – a spelling error

^ - you have missed something out

Red pen used for self-assessment and editing

Orange highlighter used for peer assessment

At Grestone effort and presentation are valued and these will be commented on during the feedback process.

Teacher's comments should be written in green pen.

Time should be set aside during the week for the children to absorb any comments and improve their work they should respond to teacher's comments and complete any gap tasks.

### **Monitoring**

It is critical that marking and feedback are monitored. It is acknowledged that there needs to be consistency across the school. Monitoring will take place in a variety of forms. The school will use a set format for monitoring (see appendix 1). Monitoring will be carried out in a variety of ways:

- Monitoring by class teachers across year groups as part of PPA
- Monitoring as part of KS meetings supported by Assistant Head of School
- Monitoring by subject leaders
- Monitoring by Head of School
- Monitoring against SDP and Post Ofsted Action Plan
- Monitoring by Executive Head of School
- Monitoring by Governing Body