



Marking Policy

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Introduction

“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be dollops of feedback”

Professor John Hattie

Research shows that the most useful intervention in a classroom is feedback. At Westfield this translates into:

- a teacher knowing what a child can do and knowing what they need to do next to accelerate learning
- a child understanding how well they are doing and what they need to do next to progress further.

At Westfield we believe that through high quality formative assessment, marking and feedback, staff are able to accurately assess what children have learnt and identify their strengths and weaknesses. In turn this leads to effective lesson planning and has considerable impact on outcomes for pupils learning and progress.

Aims:

- To raise attainment
- To provide constructive feedback
- To encourage, motivate and promote positive values
- To develop pupil's self-esteem through praise and by valuing their achievements
- To address and correct misunderstandings
- To develop a school culture of learning
- To develop independent learning, allowing pupils to reflect on their performance and engage in their next steps of learning

What is Formative Assessment and why does it make a difference?

“The essence of the teacher’s art lies on seeing what is needed in any given instance and how that might be offered.”

Margaret Donaldson

Formative assessment in its widest sense refers to any process by which pupils are made aware of how they can make progress. Formative assessment encompasses many strategies designed to raise standards including:

- Questioning strategies
- The use of talk partners
- Peer / self-assessment
- Oral feedback and written feedback (feedback marking)

The key to a successful formative assessment strategy is the involvement of pupils in their own learning and each other’s learning.

- The key processes in establishing a culture of formative assessment include:
- Establishing where learners are
- Establishing where they are going and where they need to be (whilst always ensuring high expectations)
- Working out how to get there

The key strategies for developing formative assessment include

1. Clarifying, understanding and sharing learning objectives
2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
3. Providing feedback that moves learning forward
4. Activating students as a learning resource for one another
5. Activating students as owners of their learning

Planning for Formative assessment – Sharing success criteria

At Westfield we believe that all children should have access to clearly defined and shared success criteria at the start of every lesson. Sharing success criteria helps children to understand the next steps to success or the milestones which will help them to achieve. Success criteria should focus on the process of learning rather than the end product – they indicate to children what it is they need to do to achieve the learning objective. Clear success criteria enables pupils to take ownership of their learning and also enables teachers to measure the success of the work and identify next steps.

Contextual example:

Learning Objective – To successfully draw a picture of a house

Which of these best two drawings of a house best meets the learning objective best?



Success criteria:

- Use straight lines to draw the house
- Shade in the front door
- Houses must have 4 windows, a door and a chimney

It could be argued that both meet the objective but when assessed against clearly defined success criteria it is clear that one drawing has achieved the objective more successfully. The use of clear success criteria ensures more specific outcomes.

Planning for Formative assessment – peer marking and self assessment

“The essence of the teacher’s art lies on seeing what is needed in any given instance and how that might be offered.”

Margaret Donaldson

At Westfield Primary we encourage and aim to develop independent learning where pupils are fully involved in assessing their own successes as well as understanding their areas for development. We use a number of strategies to promote this:

- Encourage pupils to see themselves as the first audience and markers of their learning.
- Encourage pupils to use their peers as critical friends and assess work with them.
- Use learning questions when marking to encourage further responses and challenges in learning. Questions should be open ended where possible and questions which require the application of skills enable memorable learning.
- Make time for pupils to respond.

Teacher Feedback marking

“Feedback is the lifeblood of learning”

David Rowantree

We believe that high quality feedback marking is an entitlement for all pupils at Westfield Primary.

At Westfield Primary we expect all pupils to receive at least one piece of in depth marking per week in literacy, maths and for feedback marking in topic or other curriculum areas to take place on a regular basis.

Marking should always be linked to the success criteria. Where appropriate staff may highlight elements of the work which meet the success criteria. Otherwise a “You can” Statement may be use which links to some or all of the criteria.

Feedback in literacy should identify two successes and a minimum of one area for development. This will be known as next step.

For younger pupils or for pupils who are unable to read the teacher’s comment the work should be marked and read back to the child by an adult. It may be appropriate for the teacher to shorten the amount of written marking by using visual symbols. In addition where marking is immediate and within the lesson the comment VC (verbal conferencing) should be added to the work.

Pupils are expected to engage with written marking (feedback marking) and respond to teacher comments / questions. At the start of lessons pupils are expected to use response time to correct / answer further questions. Pupil responses are a means of improving work or extending learning and should be completed in a purple polishing pen. It is expected that staff will acknowledge responses with the teacher’s initial and date. Additional comments may be made at the discretion of the teacher.

Work which is not marked in depth will be acknowledged by the teacher in the form of acknowledgement marking. This is shown with a tick. Teachers may wish to acknowledge effort through the use of stickers, smiley faces, house points or written comments. Verbal feedback may also be used, in which case VC (verbal conferencing) should be inserted next to the piece of work.

Feedback marking at Westfield will always enable pupils to identify the next steps in their learning.

Members of the SLT will regularly ask pupils is they know their next steps to ensure that they are owning their learning experience. They will also ask pupils to show examples of marking which has helped them to improve their work.

“What is important is not to know that your work is a D but to know how to get it to a C.”

Dylan Wiliam