



Lawn
Primary
School

MARKING POLICY

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Approved by the Governing Board on -----

Signed -----

Date of Next Review -----

1. Introduction

We believe that marking is a valuable process, which recognises achievements, demonstrates expectations and is a means of assessment.

Marking is a tool with which to provide pupils with clear feedback about their successes (related to learning objectives, success criteria or previously identified areas for development) and the next steps needed in their learning in order to improve their work. It also helps children value their work and promote self and peer assessment and self-esteem.

This guidance focuses on marking - and provides standardisation and consistency of practice throughout the school. The implementation of this guidance is the responsibility of all staff including HLTA's, supply staff and Teaching Assistants where applicable.

2. Aims

- To ensure marking is consistent throughout the school
- To use marking to assess and evaluate individual feedback
- To develop the child's learning by providing constructive feedback via the use of targets for improvement
- To raise expectations
- To enable both, child and parent to assess progress
- To use Kind, Learning and Helpful (KLH) marking strategy across all year groups and for self and peer assessment.

At Lawn, we want Teachers provide pupils with **incisive** feedback, in line with the school's assessment policy, about what pupils can do to **improve their knowledge, understanding and skills**. The pupils **use this feedback effectively**. (Ofsted Outstanding Grade descriptor 2015)

3. Agreed Methods of Marking

Marking should take place wherever possible in the child's presence, with verbal feedback being positive and encouraging. Children should be given opportunities to reflect on their own performance and achievements and to identify personal difficulties and successes.

All marking will follow the KLH model. K (Kind) comments will refer to anything that is complimentary about the piece of work. L (learning) comments will be positive, but referring to the Learning Objective or Success Criteria from the lesson. H (Helpful) comments will provide the child with advice/next steps/questions on how they can improve in the future.

The children will also be following the KLH format when they self and peer assess. This will be more sophisticated as the children work their way through school. Self and peer assessment will be in a verbal format in foundation and in the early stages of KS1. Teachers will introduce more structured written self and peer assessment depending on the capabilities of the children.

Feedback should be **manageable for teachers** and accessible for pupils – we should be aiming for teachers to write less and pupils to take more responsibility for

assessment of work (self and peer assessment using KLH). It is **not** a requirement for teachers to use K, L and H each day in their marking.

In order to achieve consistence of expectations throughout the school, staff have agreed the following:

- **Green pen to be used for all marking throughout the school**
- **Gold pen is used in KS1 to reflect positive outcomes**
- **Verbal comments (denoted by V at the bottom of a piece of work)**
- **Ticks and where appropriate crosses or dots e.g. maths**
- **Targets/challenges given to children where appropriate and on a regular basis these are indicated by a H.**
- **Within maths, H means an immediate action needs to be carried in their book and 'challenge' is used to indicate the child should attempt the challenge on the IWB at the beginning of the next lesson.**
- **Questioning to extend or clarify a task both verbal and written**
- **Self / peer marking (subject to professional judgement and subject) will follow KLH format.**
- **Within KS2 Maths, the children self-mark and self-assess with purple pen, the teacher then secures this marking with a green pen.**
- **Use praise appropriately and to relate praise to children's achievements in relation to specific expectations or objectives**
- **Spellings may be highlighted and the child required to write out again**
- **Use stampers 'objective achieved' followed by writing 'challenge' ready for the next session or a question for the child to answer.**
- **Merit stamps or Team Points (TP) for exceptional work.**

Teachers marking should model good presentation, sit in line with schools handwriting scheme as much as possible and be age appropriate in all marking. Written comments will be:

- **Related to the lesson objectives which will be made clear to the child at the beginning of a lesson.**
- **Appropriate to the individual.**
- **Constructive, honest, guiding and supportive.**
- **Selective and sensitive with spelling mistakes, not every error is noted, but look for error patterns.**
- **Looking for progress and success before areas to develop.**

The majority of feedback given should be focused on **learning objectives** and **success criteria** that have already been shared with/created by children prior to starting work, or with **personal targets** that individuals or groups are working towards; personal targets are more effective if children have had an involvement in choosing them, and have ownership of them.

Feedback will be as immediate as possible, preferably before the next day, so that children are motivated and they can act on aims set as well as errors being rectified immediately.

Children will be given the opportunity to respond to marking at regular intervals. Work will be rewarded with stickers, team points (TP) and school merits (M), sharing work with other staff including the Head and Deputy Head, sending photocopies home to parents etc.

4. Inclusion

The details of our marking policy are shared with all learners. The KLH method will be shared by CG with all learners in a whole school assembly before implementation. Support will be given where necessary to enable every learner to understand how work is marked: in particular, we will ensure that learners with SEN or learners for whom English is an additional language will understand the procedures in this policy.

We will adapt the procedures for marking where necessary to enable learners to access feedback from our school marking system.

5. Monitoring

The Senior Leadership Team, Feedback Leader and the Phase Leaders/Subject Leaders will monitor Teaching and Learning on a continuous cycle of monitoring. Work samples, lesson observations and book trawls will be conducted so as to determine the effectiveness and quality of feedback and marking. This will ensure that marking is having a positive impact on children's learning, and that children act on improvement prompts.