



"Bringing out the Best in Everyone"

## **Pebble Brook School**

### **Marking Policy**

Signed \_\_\_\_\_ dated \_\_\_\_\_

Chair of Governors

<b>Date Approved /Ratified</b>	Summer 2022
<b>Date of next review</b>	Summer 2023

## Introduction

We believe marking should provide constructive feedback to every pupil, focussing on success and improvement against learning intentions. Marking is a fundamental element of the assessment of pupils' work, helping pupils become reflective learners and to close the gap between current and desired performance.

This policy will:

- Promote consistent marking throughout the school
- Provide an approach to marking that is both manageable and effective
- Standardise the school's approach to marking
- Improve the quality of marking across the school

## Aims

Effective marking should:

- Provide a dialogue between teachers or Teaching Assistants and pupils
- Help the teacher to evaluate teaching and inform planning and next steps in learning
- Positively reinforce pupils' achievement and self-esteem
- Allow specific time for pupils to read, reflect and respond to marking where appropriate
- Help parents to understand the strengths and areas to develop in their children's work

## Marking Processes

Four types of marking and feedback occur during teaching and learning at Pebble Brook School:

- i) **Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conversation with a pupil or in a group basis. For some pupils (e.g. in Bedgrove class) this can be noted down to record the feedback and response process.
- ii) **'Light' marking of work**, acknowledging and recognising effort, attainment and/or progress, success and/or completion of pupils' work. This can include ticks **and** a brief positive comment underneath the piece of work that relates to the 'I can' statement.

iii) **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning. Marking relates to the learning objective and/or 'I can' statement, gives next steps and requires a response by pupils.

iv) **Self-marking and peer-marking** of the attainment and success of a piece of work.

**Note:** Pebble Brook School uses proformas to support developmental marking including the AfL Making Progress Sheet and 2 stars and a wish.

### **Marking Procedures**

1. All pupils' work should be marked regularly at appropriate times, according to the professional judgement of the teacher.
2. Marking should relate to the LO or 'I can' statement, and may also refer to Growth Mindset.
3. Marking should identify the level of support needed to complete the task.
4. TAs may be directed to 'light mark' pupils' work, both in and out of the lesson.
5. Substantial, completed work should be marked developmentally.
6. Time should be given to pupils to correct, redraft, edit, add and/or respond.

**Note:** As adults in school, we want to recognise good work and effort with stickers, merits and smiley faces etc. However, empty praise is as ineffective as empty criticism, therefore, specific praise is preferred whenever possible to boost the confidence and self-esteem of our pupils.

**Supply teachers** who carry out work in the school are expected to mark all work in accordance with this policy.

### **Monitoring and Evaluation**

Monitoring of the policy will be done through work scrutiny led by the Headteacher, SLT and ML as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Headteacher will also monitor the impact of developmental marking through work scrutiny in both maths and literacy as part of lesson observations to monitor the quality of teaching and learning in the school. This will be triangulated with pupil

interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

Work scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.