



Our Vision

Marking and responding to children's work is an essential element in the assessment of the performance, progress, levels of attainment, and the raising of standards throughout our school. It informs and enables staff, children and parents/carers in this process. The way in which we respond to pupil's work inevitably communicates signals to the children. These signals are likely to affect their own judgements and feelings about their levels of achievement/attainment and the ways in which they are working. All comments/responses therefore, in whichever form they may take, must be constructive and based upon evidence which the children understand and can relate to.

Our marking policy promotes Foxfields ethos and is underpinned by our purpose 'To put learners first and prepare them for their future' it is also fundamental for our strategic vision which is that 'At Foxfields there will be no limit to the possibilities for our pupils. We want to build a first-class education provision that provides highly tailored learning to ensure that our pupils are best prepared for life after school.

Our marking policy reduces teacher workload whilst providing the highest quality feedback. Written with guidance from the EEF, our feedback is task, subject or self regulation specific. Our marking keys clearly link to the support a pupil has been provided to paint a clear picture of what is happening everyday in classrooms at Foxfields.

Aims and objectives

The objectives of the marking policy are to enable our pupils to:

- To use marking as a teaching tool to inform the children of their performance and the next steps in their learning. It is not general; it is specific, it focuses on improvement as well as correction and it relates to the current piece of work with an expectation to edit and improve.
- To develop children's ability to proof read, edit and improve a piece of work before the teacher sees it.
- To expect children to use methods to indicate their own understanding of their learning
- To expect children to explain how they think work can be improved.
- To make effective use of response partners to respond to their peer's work.
- To use marking as an assessment tool to inform the teacher of the child's level of achievement /attainment and to inform the next stage of their planning.
- To create a common, agreed, continuous, developmental methodology throughout the school which is understood and utilised by both colleagues and children.

Assessment for Learning

Assessment is used to inform planning and the next stages of learning for individual, groups and cohorts of children. It is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

It:

- is part of effective planning.
- focuses on how children learn.
- is central to classroom practice.
- is a key professional skill.
- is sensitive and constructive.
- fosters motivation.
- promotes understanding of goals and criteria.
- helps learners **know how** to improve.
- develops the capacity for self-assessment.
- recognises **all** educational achievement.

Our Agreed Methodology - *This methodology applies to all work.*

- Marking must be completed within a week of the work being completed.
- All work is marked. GREEN ink is always used
- Staff respond to children's work verbally although they will always "mark" that the work has been assessed/discussed.
- Written and verbal "marking" becomes more complex as the child gets older.
- The marker's responses consider the learning objectives of the activity/area of the curriculum. There is always a planned focus to the marking e.g. considering the child's understanding of scientific concepts. However, attention may be paid to other links, particularly literacy and mathematics, across the broad curriculum.
- Marking is focused on the EEF's recommendation of task, subject or self regulation specific. Any written marking will be seen and responded to by the pupil.
- *Writing* – in some cases the marker will concentrate upon targeted misspelt words. The marker makes sensitive judgements in relation to the age and ability of the child.
- All verbal and written comments made by the marker are constructive, concise, informed, based upon evidence and should not be merely a personal comment such as "well done" or "good" time after time. ***It may be necessary to annotate verbal comments/discussions with a child in order to keep a record of them.***
- It is not appropriate for written comments to be made upon every piece of work. Teachers agree targeted pieces of work for use within ACES lessons. Individual colleagues make written comments as and when necessary.
- Children are encouraged to evaluate their own work, taking into consideration the shared learning objectives and any previously individually set targets.
- After marking, children reflect, correct and address any misconceptions within lessons after 'hinge' assessment questions and within ACES lessons.
- Time is regularly set aside to enable children to have the opportunity to evaluate their work and respond to marking. They are expected to respond to marking as part of a "marking dialogue" with the teacher.
- Children's editing, corrections and responses to marking are written neatly in PURPLE ink.
- Targets and development points are written in GREEN.

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Feedback more likely to move learning forward			Less likely
Task  <i>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</i>	Subject  <i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i>	Self-regulation strategies  <i>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</i>	Personal  <i>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</i>

The EEF's recommended marking suggestions.

Hinge Questioning and Verbal Feedback

Hinge Point Questions are diagnostic questions asked at the point in the lesson called the 'hinge' where you need to check if your students are ready to move on. The responses give you evidence about what you and your students need to do next.

- they are used during the learning to check understanding of key ideas and/or concepts so the teacher can decide next steps.
- all students can realistically respond less than two minutes, ideally in less than 1 minute.
- teacher can realistically view and interpret all student responses in thirty seconds.
- multiple correct answers are included to make it difficult for students to get the correct answer for the wrong reason.
- the incorrect distractor answers have been purposefully chosen and they link to alternative conceptions or ideas.
- questions are structured so that students cannot spot the right or wrong answers.
- These will be seen within the lesson as an assessment check.
- These are included in the marking scheme.

ACES (Assessment, Completion, Extension)

Children will have the opportunity to evaluate their work and respond to marking. They are expected to respond to marking as part of a "marking dialogue" with the teacher. ACE's lessons take place every Friday afternoon as part of every classes timetable. These are set times to respond to marking from the teacher during that week. Teachers use the ACE's lessons to assess work, complete any missing work or offer an extension of learning to stretch progress.

Any work completed by the pupils in ACES lessons are written in PURPLE pen (some pupils will respond in pencil, this will be at the teacher's discretion. Subject leaders have time to observe classes complete work in their subject and offer specialist assistance to the staff and pupils.

ACES run on a weekly cycle as follows –

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Week	Subject 1	Subject 2
1	English	Science
2	Maths	History/Geography
3	English	PSHE
4	Maths	RSE
5	English	RE
6	Maths	Art
7	English	MFL

Our Marking Scheme

Marking keys are visible at the back of each book and folder. They are used to indicate the support provided by the staff. These are used to paint a picture of each lesson. They do not always need to be accompanied by a comment but any further support must be acted upon. These can be acted upon verbally and instantly in the lesson or within the ACE's lesson.

Example marking keys for pupils using purple pen -

Marking Keys



Scribe	(S)	Check Understanding	(C)
Explanation	(E)	Grammar/Spelling	(G)
Demonstration	(D)	Peer Support	(P)
Verbal Prompt	(V)	Behaviour Support	(B)
Independent	(I)	Hinge Support	(H)

All marking completed in **GREEN** pen.

ACES work – Completed in **PURPLE** pen and marked by the teacher in **GREEN** pen.

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Marking Key	Description
S	Scribe – a member of staff has written the work for the pupil.
E	Explanation – pupils receive additional one to one support and explanation.
D	Demonstration – staff members demonstrate a task, process or activity.
VP	Verbal Prompt – pupils are prompted by staff to continue/develop their work.
I	Independent – pupils work independently with no additional support from staff.
C	Check Understanding – staff have checked the pupils understanding of a task.
G	Grammar/Spelling – pupils need to correct grammar or spelling misconceptions.
P	Peer Support – a pupil has worked in a group or gained support from a peer.
B	Behaviour Support – negative behaviours were addressed in lesson.
H	Hinge Support – pupil has had support after misconceptions during the hinge question.
GREEN	Teacher marking and feedback
PURPLE	Pupil response to marking and feedback or work in ACE's lesson.

All work undertaken by anyone other than the class teacher (e.g. cover supervisor) is marked and initialled. All children are taught to understand, interpret and use these marking symbols within their own work and in response to another child's work

Success Criteria

Planning provides opportunities for both learner and teacher to obtain and use information about progress towards set learning goals. It is flexible and responds to initial and emerging ideas and skills. It includes strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work.

Medium term plans are annotated by the teachers to assess how class progression and adaptations to planning. These must be in conjunction with the subject leads. Learning objectives are clearly visible in lessons and are shared frequently with pupils alongside key vocabulary. These learning objectives make up the sequential progress of the medium and long term plans.

How learners receive feedback, how they take part in assessing their learning and how they will be helped to make further progress is also planned. Success criteria are elements of the learning objectives – either the steps involved or what you need to remember to do in order to achieve the learning objective. All children generate success criteria, both written and verbal, against which performance/attainment is measured in relation to learning objectives.