



## THOMAS'S KENSINGTON MARKING POLICY

This Policy complements and should be read in conjunction with the Thomas's Schools' Assessment Policy.

### **AIMS**

It is important that teachers provide constructive feedback to children, both written and oral feedback, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

### **Guiding Principles for Marking and Feedback Marking and feedback should;**

- Be manageable for teachers and accessible to the children.
- Relate to the learning intention.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- Inform future planning.
- Use consistent codes within Key Stages.

### **The methodology of marking children's work**

The policy describes acceptable examples of methods of marking and feedback. Mark schemes have been included in this policy as appendices.

### **Oral Feedback**

It is important for all children to have oral feedback from the teacher from time to time. This dialogue should focus upon successes, areas for development and to set targets for future learning.

### **Summative Feedback / marking**

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this.

### **Formative feedback / marking**

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention.

## Quality Marking

When quality marking, teachers should focus first and foremost upon the learning intention and/or success criteria of the task. The emphasis should be on both successes against these and the improvement needs of the child.

1. Read the entire piece of work.
2. Highlight where the child has met the learning intention and indicate clearly a focused comment linked to this, which will help the child improve their future learning.
3. Spelling, punctuation and grammar should be marked in every piece of work.
4. Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent (see Thomas's marking symbols).
5. All the children should have a comment. When possible and appropriate, children should be given a comment which will extend their thinking.

## Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise
- Written annotations, short and narrative observations (written)
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work or special books
- Children's response to the comments – pupil voice.
- Memory Books

## Self-Marking, evaluation and improvement time

Children must be given time at the start of a lesson, to read and consider the written feedback the teacher has provided, and to carry out improvements. Children should be encouraged to ask for clarification if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

Children should be encouraged, where appropriate, to respond to the written feedback, either verbally (they can write VF if this happens) or by writing a reply.

## Self Assessment

All children should sometimes be encouraged to self-evaluate and older children should be encouraged to identify their own successes and look for an improvement point. This may be referred to as "*a star and a wish*". Younger children may use traffic lights or smiley faces as an alternative method. The plenary can then focus on this process as a way of analysing and learning.

## Peer Assessment

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement. This can be done orally or written into exercise books.

## Presentation

Presentation quality statements must be stuck inside the front cover of all exercise books. The presentation in books will be monitored against these as part of regular work scrutiny.

## Subject leaders

Subject leaders will monitor subject specific marking as part of their monitoring role.

**Maths**

In Numeracy all pieces of work should be marked. The vast majority of work should have a quality comment, and an improvement point/target / challenge/ 'next time....' example given. Maths work should be set out according to the subject layout of work policy.

**Literacy**

All independent text level work must be marked against success criteria with improvement point/target/challenge included. Pupils should be given the opportunity to self-evaluate each objective using an age-appropriate method such as marking ladders, smiley faces, etc. Peer evaluation can be given orally or in written format, focussed on the success criteria.

**Subject specific vocabulary**

Where subject specific vocabulary is written, this should be correctly spelt.

**Reception – Year 6 Thomas’s Kensington marking codes**

<b>sp</b>	Spelling error
<b>p</b>	Punctuation error
<b>^</b>	Something has been missed out
<b>  </b>	Start a new paragraph
<b>≈</b>	Clumsy phrase / confusing phrase
	Amusing / I enjoyed this!
 or 	Target / something to think about for next time.
<b>VF</b>	Verbal Feedback
	Red: please see me / I need some help with this
	Amber: nearly there! / I'm starting to understand this
	Green: You've got it! / I get it!
<b>√</b>	Correct
<b>?</b>	This doesn't make sense
<b>H</b>	Homonym

**See also:** [Curriculum Policy](#), [Teaching and Learning Policy](#)

<b>This policy will be reviewed annually</b>			
Created: May 2010	By:	Gayle Grant, Deputy Head – Academic	
Latest Review: May 2019	By:	Kelly Miller, Deputy Head – Academic	No changes
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