

Stubbins Primary School

Subject Policy for Bookwork & Marking



At Stubbins School, children are at the centre of everything we do. We aim to give our children the best possible opportunities and learning experiences, enabling them to reach their full potential. We aim to ensure that the children in our care are equipped for life-long learning as responsible citizens in an ever-changing, diverse local and world-wide community. **We believe that everyone has the capacity to become great if they have the courage to challenge themselves. By nurturing creativity, enjoyment & ambition; this policy supports our responsibility to make this happen.**

Purpose

The childrens' books and folders are evidence of their **learning journey** through ideas and concepts. They should show **clear evidence** of where the child started, how they have been supported and moved forward, and the **progress** they have made. Therefore, each stage of the child's learning should be recorded in their books and marked or reviewed appropriately.

Quantity of work

The need to record as much of the child's learning as possible inevitably produces lots of work in books. This makes it imperative to make the marking of books as targeted and manageable as possible.

The report; "Eliminating unnecessary workload around marking Report of the Independent Teacher Workload Review Group March 2016" states:

'In summary, we recommend that all marking should be meaningful, manageable and motivating. This should be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DfE).'

The strategies teachers adopt at Stubbins School should be within the spirit of this report and it is recommended that the report is read as part of this policy.

Strategies for manageable marking

There are various marking strategies which should be employed, which may include:

1. Focussing on the **Learning Objective**. There may be a temptation to mark everything, but it is more effective to focus the marking on the original learning objective. Obviously this relies on clear learning objectives which are not just task based.
2. Focussing on a **target group**. It may be that a different target group receives in-depth marking each day, rather than trying to mark the whole class in depth.
3. Big Writing **marking slips** – these give children a clear message about the 'level' of their writing and what they need to do to make it better. Very little additional marking, if any, is required.
4. **Peer-Marking**. Children may comment on each other's work, praising the best aspects and suggesting an 'even better if...' This may be the only marking required for that piece of work.
5. **Self-Marking & Review**. Children may mark their own work, in which case very little additional comments may be needed by the teacher. **Children should always use a purple pen when reviewing their work or making corrections in order to show that they have re-visited their work.**
6. **Keep it brief**. Importantly, brief, eye catching and easy to understand feedback is much more effective than long ramblings by the teacher.

Remember: Spending hours on marking does not necessarily make it better!

Marking Work

Marking is a waste of time if it has no impact. Marking should praise, but also give support, consolidation and challenge. Marking as a continuous process of formative assessment; in this way, children are not doing ten sums which are obviously too easy for them, nor are they struggling with problems they can't access. For future lessons, marking can inform both teacher and pupil about attainment, thus shaping the next lesson and activities provided.

Much of intervention could be verbal - but get into the habit of noting it in the pupil's books. This adds evidence of intervention and information for summative assessments.

- Be as positive as possible, marking should always motivate the child.
- Suggest a **Next Step** (see page 3). This does not have to be on every piece of work – if children are always told 'You could have done better.' They will lose their motivation. Some work just needs to be celebrated!
- Don't correct everything; focus especially on the learning objective, or success criteria.

When to Mark

During the Lesson

Effective marking happens throughout the lesson. Use marking comments to Support, Consolidate, Accelerate and Challenge. Remember that marking does not have to be at the end of the lesson or task – it is often most effective during the lesson, while the child is focussed on the task.

At the end of a piece of work

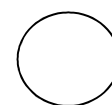
As often as possible, encourage children to use a purple pen to re-visit their work, making corrections, redrafting or commenting on their work.

Perhaps write a simple sentence to sum up your thoughts and point the child in the right direction. Try to ensure that next steps are *focused on the learning objective*, and not always about neatness or quantity. This can be **Summative Marking** which informs future planning. The end of a lesson is also a good time for peer marking.

How to feed back.

SMALL ERRORS: e.g. punctuation, capital letters, individual numerals etc.

Draw a circle around the error or omission & ask the child to correct it.



LARGER ERRORS: e.g. spellings, whole phrases or sentences, numeric answers etc.

Underline the error & write the correction near to it or in the margin depending on space.

AFFIRMATIONS:

As you go along, tick correct answers or evidence of success etc.

Draw a smiley face next to particularly pleasing sections of work.



STARS & STICKERS:

Children love them. Give stars for team points and stickers for motivation.

PRESENTATION

Present your marking with the same care you expect from the children.

And don't forget children can feedback too in purple pen!

Examples of 'Next Steps' might include:

In maths, when adding two digit numbers:

Can you try to add 3-digit numbers?

In maths, when working on bar charts:

Can you make your own bar chart about class 2's favourite foods?

In writing, where adjectives are lacking:

Can you think of 10 adjectives to describe the setting?

In reading, when a child has enjoyed a book:

Can you write a blurb for the character's next adventure?

Time to Respond

Whilst offering children guidance and challenges for the next step in their learning can be straightforward, giving children time to respond may be more problematic.

There are several ways response time can be given:

- Immediately, in the same lesson.
- At the end of a lesson (especially useful if addressing a whole group).
- At the beginning of the next lesson.
- At a set time in the day or week.

Space to Respond

Giving children space in their books to respond is also important. If their response is immediate then there is no problem. If they are being asked to respond later, then space should be allowed.

This should be done in a 'RESPONSE BOX' which is a highlighted box drawn by the teacher after the piece of work. Children know to begin their next piece of work after this box. These are useful; as the highlighted boxes are easy to find by both teacher and pupil.

e.g.:

Great. Can you use this method to solve the following problem?
(EXAMPLE)

Assessment for Learning

The child's responses are our only measure of their ability. Teachers cannot teach effectively if they do not take account of these responses. It is a continuous cycle of development and improvement.

It may help teachers to assess the child's work if they note whether the work was independent, supported or given verbal feedback. The codes used for this would be:

(I) for Independent, (S) for supported, (V) for verbal feedback, each initialled by the marker.

The evidence gathered in the children's books should form a comprehensive record of the child's learning journey & progress.