



Noam Primary School

Marking Policy

December 2016

Marking and Feedback

Date	Review Date	Coordinator	Nominated Governor
15/12/2016	15/12/2017	Mrs Adele Aremband	Mrs Tova Solomon

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003
- Equality Act 2010
- Education Act 2011

At Noam we recognise that marking is a means of positive reinforcement of the teaching and learning process as well as a means of assessing how the children are progressing. Sensitive marking can help to raise achievement and self-esteem for all children. A consistent whole school approach to planning, record keeping, assessment and reporting plays a central role in ensuring progress and continuity between all staff and between both Kodesh and Chol departments.

We believe that all work recorded in books must be marked or acknowledged as soon as possible after it is completed as this shows how much value we place on children's achievements.

We believe marking and feedback is an essential part of the assessment process. We aim to provide constructive feedback to every child which focuses on success and areas for improvement and is matched against learning objectives. We would like all children to become reflective learners in order for them to improve their performance.

At Noam we set ***high expectations*** for all pupils taking into account:

- the stage of development of the individual child
- their ability
- the amount of effort taken
- the overall achievement

Aims

- To develop children's self-esteem and motivation by showing them that we value their effort and achievement.

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- To identify areas for improvement in order for children to achieve their set targets.
- To provide an assessment record of children's achievement and progress allowing teachers to plan for the next stage of children's learning.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school staff and stakeholders are aware of and comply with this policy;
- delegated powers and responsibilities to the Curriculum Committee and to the Headteacher to oversee the development of this policy;
- to monitor and evaluate the school's performance based on summative assessments;

Role of the Headteacher and the Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure that marking and feedback is purposeful and manageable for teachers;
- monitor to ensure that marking and feedback relates to learning objectives, informs future planning and individual target setting;
- ensure consistency in marking throughout the school;
- provide guidance, support and training to all staff;

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;

Role of Coordinators and Team Leaders

In order to maximise the effectiveness of this policy the Head teacher, SMT and subject leaders will monitor the consistent use of this policy across the school, by collecting in samples of children's books on a termly basis. Staff will be informed in advance as to which books are to be monitored and will include class work and homework.

Monitoring will look at the use of the agreed guidelines for marking, the use of setting and rewarding of targets and links with curriculum provision.

Coordinators and team leaders will:

- review and monitor by regularly scrutinizing pupil's work and undertake moderation exercises;

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- provide guidance and support to all staff;

Role of Teachers and Support Staff

Teachers and support staff must ensure:

- they use the agreed marking code appropriate to their phase;
- that their marking has a purpose and is consistent;
- children receive clear feedback about their strengths and areas for development in their work;
- children are encouraged and rewarded for their efforts and progress;
- marking and feedback informs weekly planning;
- children know their targets for improvement;
- children celebrate their achievements;

Role of Pupils

Pupils must:

- understand that marking and feedback highlights their strengths and areas for development;
- be aware of the next steps for improvement;
- be encouraged to respond during feedback;
- celebrate their achievements and share their work with others.

Role of Parents

Parents must:

- must be aware of the school's marking and feedback policy;
- realise that marking and feedback highlights a child's strengths and areas for development;
- use the marking as seen in their child's books as basis for discussion on their child's progress.

Marking and Feedback

We recognise that marking is of most value to the child when:

- the feedback they receive is meaningful for them
- they are involved in the marking process and understand how it benefits their progress

Marking must:

- be a manageable form of record keeping that feeds into children's assessment records;
- be undertaken with the child if possible;

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- focus on whether the child has achieved the learning outcome for a particular curriculum subject

All our staff are asked to mark and monitor children's work in relation to the EYFS, National Curriculum and our Kodesh Curriculum, according to the appropriate age and stage of the child. There are some underlying principles that apply to all marking, as set out below:

- Every piece of work will be marked and kept up to date
- Marking is completed in green pen
- The way in which a piece of work is marked depends upon the purpose of that piece of work, for example the first draft of a story as opposed to one for display
- Different areas of the curriculum have different criteria for marking and therefore some are marked verbally e.g. PE and Music, others in writing e.g. Maths and Science, others focussing on specific spelling e.g. Kodesh written work should have Hebrew words correctly spelt (see Kodesh marking)
- Each child's work is marked according to our informed expectations of that child's ability. Reminder prompts are included for brighter children about what can be improved and scaffolding prompts to help children by providing more structure in the suggestions about how to improve their work
- In Chol work is marked using two stars and a wish, two positive comments recognising effort, good content and the meeting of targets as well as an area for improvement, e.g. 😊 well done for using commas and full stops. Try to remember to use capital letters next time. Pink and Green marking is also used in Literacy to highlight Green for growth and Pink for Perfect which makes children aware of where they are working well and areas for improvement.
- In Kodesh work is marked using one star and a wish
- Comments, both written and verbal, relate to individual targets laid out in the front of each child's exercise books and link to previous comments where possible
- Stickers, praise notes and postcards are used in addition to comments to reinforce praise
- Exceptional work is rewarded by sending a child to the Head teacher
- Children are given time to respond to feedback and the opportunity to ask for further help when needed.

Kodesh Marking

Hebrew words spelt incorrectly should be underlined and the children should be given time to do the corrections at the end of the piece of work. High frequency English words should also be underlined to allow for corrections.

With regards to Parsha and Yom Tov work that is read at the Shabbos and Yom Tov table

- Care should be taken to phrase the wish in a sensitive and positive way
- Incorrect spellings should be underlined in pencil and corrections done at the back of their book

Marking may be done by:

- the teacher alone
- the teacher alongside the child
- the child alone
- with other children
- as part of a whole class review of work perhaps within a plenary

Early Years Foundation Stage

In the Foundation Stage the work is inherently practical and feedback is mostly oral. Encouraging comments, stickers and symbols, such as smiley faces, are used and the children are introduced to the idea of looking for writing or symbols as preparation for more formal marking in the older classes. Written assessments are made from the beginning of the Nursery until the end of Reception, creating a Learning Journal comprised of annotated photos, drawings and marks made by the child which track progress and inform both planning and assessment.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- meetings with school staff
- communications with home such as sending home books
- Parents meetings

Headteacher:		Date:	
Chair of Governing Body:		Date:	