



Houghton School

Marking Policy

Updated: September 2023

Review Date: September 2025

At Houghton School we approach marking as an essential tool for planning, assessment, evaluation, and learning. We aim to provide constructive feedback to every child that focuses on success, areas for improvement and is matched to learning objectives and targets. By responding to children's work through constructive criticism we can acknowledge successes, promote a pride in personal achievement and improve standards of both learning and teaching. It is essential that marking be consistent and clearly understood by the children.

Aims

- *To develop children's self-esteem and motivation by showing them that we value their effort and achievement.*
- *To identify areas for improvement in order for children to achieve their targets.*
- *To provide an assessment record of pupil's achievement and progress allowing teachers to plan for the next stage of their learning.*

Purpose

Much of our children's work is practical and/or oral and as such 'book marking' is only a small component of the marking and feedback role of staff.

- *To aid learning and inform children of the standard of their work*
- *To assist in assessing and informing planning*
- *To encourage and promote a pride in achievement appropriate to ability*
- *To motivate pupils and promote a positive attitude to learning*
- *To demonstrate to children a purpose and interest in their work*
- *To foster discussion between teacher, support staff and child*
- *To promote good learning and working practices*
- *To allow pupils to reflect on their own performances*
- *To ensure comparability between all staff members responsible for marking*
- *To assist in raising standards of teaching*

Procedure

Methods of marking

Within lessons there are numerous opportunities for effective and productive marking.

- *Written comments*
 - Support prompts required, duration of prompts, reason for prompts*
 - Stages of progress towards learning objective*

iii. Additional comments including next steps

- Constructive verbal comments particularly during and after practical/oral activities
- Pupil self-evaluation
- Peer evaluation

Key Principles

All teachers and learning support staff should mark according to the following principles.

- Be clear concise and explicit
- Be positive and constructive
- Rewards should be given readily to praise and motivate
- Verbal feedback should take precedence
- Be related to ability and attainment
- Be specific to the learning objectives
- Where possible, written marking should take place in the presence of pupils
- Provide pupils with opportunities to assess their own work and that of their peers where appropriate
- Pupils will be given the time to make improvements in light of comments made by their teachers – where appropriate
- Marking should inform future planning

Monitoring

The school will ensure that these guidelines are being used consistently throughout the school through sampling written marking and observing verbal feedback during lesson observations and scheduled work scrutiny sessions. Teachers will regularly evaluate and assess all marking within their own classroom in line with this policy.

Appendix 1

<u>What help do I need with my activity?</u>	
I	<ul style="list-style-type: none"> • Independent work- no help at all!
VP	<ul style="list-style-type: none"> • Verbal prompts
Vis P	<ul style="list-style-type: none"> • Visual prompts
AM	<ul style="list-style-type: none"> • Adult modelling (<i>this does not include the very first initial model that teachers complete when showing/explaining to a learner the activity that they are about to complete</i>) only if adult modelling is needed at other occasions throughout the activity would you need to highlight this aspect.
GP	<ul style="list-style-type: none"> • Gestural prompts (e.g. pointing, Makaton)
PP	<ul style="list-style-type: none"> • Physical prompts (more than a gesture but not quite hand over hand support e.g. placing the pen in a pupil's hand)
HOH/UHA	<ul style="list-style-type: none"> • Hand over hand prompts/ under hand assistance. This is when the pupil requires a higher level of physical support or joint exploration to complete their objective.

<u>Reasons for prompts</u>	
Attention to task	The learner needed support to focus on the task and shift their attention as needed.
External factors	The learner needed support to access due to any external factors e.g. noise, unsettled behaviours of others etc.
Concentration	The learner needed support to concentrate on the activity.
Comprehension	The learner needed support in order to understand the learning objective
Modelling e.g. demonstration	The learner needed a model from an adult so they could then understand/follow what they should be doing
Scaffolding e.g. writing frame	The learner needed some form of scaffolding e.g. a writing frame or questioning in order for them to work towards the learning objective
Joint action or exploration requiring high levels of physical support	In this instance the learner may have required higher levels of physical support to complete an activity. Or perhaps they needed HOH or HUH modelling to aid the learning process. This support refers to joint contact between the child and their supporting adult, to explore or complete an activity e.g., holding a child's hand to guide them in forming letters correctly.

<u>How did I get on with my learning objective?</u>	<u>Stage characteristics and description:</u>
1. Refusal	Learners express their unwillingness to accept the learning experience through refusal to complete the activity e.g. turning away, pushing away resources, negative gestures or other behaviours that result in the learner not engaging with the learning experience or the objective.
2. Not met	Learners are engaged with the lesson activity through supported participation from an adult or shared exploration with an adult. However, they struggle to work towards <i>any aspect of the objective without full adult guidance</i> and therefore are not yet at a shallow level of understanding. They have not met their objective despite engaging in their activity.
3. Shallow understanding (once)	The learner begins to be proactive in their learning; they show at least once during the activity that they have begun to understand/achieve their objective when taking part in the lesson activity.
4. Emerging understanding (twice)	The learner demonstrates the use of the learnt skill by showing that on two occasions during the activity that they have begun to understand/demonstrate success with their objective.
5. Developing understanding (most)	The learner is increasingly successful and consistent in meeting their learning objective and has done so for most of the activity. There may still be the occasional error where some adult guidance is required to support gaps in understanding or for the pupil to stay on task.
6. Achieved in context	The learner has successfully achieved their learning objective within this activity/context . The learner will now begin to demonstrate that they can achieve this objective in a range of contexts/activities over a number of consecutive lessons.

LO: _____

Date: _____

What help did I need with this activity?

<u>Support/prompts required:</u>	<u>Duration of prompt:</u>	<u>Reason for prompt:</u>
I Independent	- Initial	- Attention to task
VP Verbal	- Intermittent	- External factors e.g. noise
Vis P Visual	- Continual	- Concentration
AM Adult model		- Comprehension
GP Gestural		- Modelling e.g. demonstration
PP Physical		- Scaffolding e.g. writing frame
HOH Hand Over hand		- Joint action or explanation requiring high levels of physical support

How did I get on with my learning objective?

	<u>Any additional comments (including next steps where appropriate)</u>
1) Refusal 2) Not met 3) Shallow understanding (once) 4) Emerging understanding (twice) 5) Developing understanding (in oct) 6) Achieved in this context	

TA	Teacher	Verbal feedback given	
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