



Marking and Target Setting Policy

Rationale

We believe that effective marking and target setting provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to improve. This allows us to base our lesson plans on a detailed knowledge of each pupil. We involve all stakeholders with regular reports on children's progress so that teachers, children and parents are all working together to raise standards for all our children.

We ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. Marking criteria and the marking system are discussed with the children.

Aims and objectives

The aims and objectives of marking and target setting in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work and move forward, in the knowledge that progress can involve deeper or wider understanding. Progress can be about consolidation;
- to allow teachers to plan work that engages and accurately reflects the needs of each child while challenging them; so that pupils grow in security, breadth and depth of knowledge, understanding and skills;
- to support parents in their understanding of their child's achievements, targets and progress (both academically and socially) and the impact of attendance on these;
- to provide the Governors with information that allows them to make judgements about the effectiveness of the school.

Marking Guidelines

1. Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback. Teachers should provide individual verbal feedback wherever possible (V will be recorded to show where verbal feedback has been given).
2. All supported work should be marked and annotated with (V) for verbal and/or (S) for supported. Where a piece of work is completed independently in EYFS (or where appropriate for those children with SEND) we annotate with an (I).

3. Work should be marked according to the learning intention and success criteria set for the lesson. It should identify both positives and areas for development.
4. Teachers should look for opportunities to provide positive public feedback to children concerning work which is of a high achievement for particular children through, for example, "Stars of the Week", being sent to the Headteacher and other staff for stickers or smileys.

Marking Protocols

1. Every new piece of work will be started on a new page.
2. The full date will be used in all books with the exception of Mathematics where the short date will be used (In KS2 Mathematics, roman numerals can be used for the date).
3. When a child writes the date and learning intention in their book, it is expected that they will underline it neatly with a ruler.
4. Children write with pencil in all subjects, with the exception of handwriting sessions, where specific handwriting pens are used (when deemed appropriate by the teacher). This is with the exception of Class 1 where some children may be given the option to use a pen to prepare them for Secondary School.
5. Mistakes should be acknowledged by drawing one straight line through the error with a ruler.
6. Rubbers should only be used to amend mistakes in diagrams or drawings. This is the only time where the use of rubbers is acceptable. The use of Tippex is not acceptable.
7. Staff mark in the following colours:
Class 4: Black
Class 3: Green
Class 2: Blue
Class 1: Red
Supply and HLTA: Purple (initial each piece of work)
Staff supporting within a class will use the colour for that year group and will initial comments.
8. In English writing, work is marked against the learning Intention and/or success criteria given for a task. This identifies positive elements of work highlighted in pink and an area for development which is highlighted green.
9. In English writing tasks, we annotate in the margin to support the children's learning as shown in the key below:
 - **Sp** for spelling error/s
 - **P** for punctuation error
 - **G** for grammar error
 - Where working at a Year 1 or 2 attainment, **CL** for capital letter error.
10. In Mathematics we continue with this marking protocol. This identifies positive elements of work highlighted in pink and an area for development/next step challenge which is highlighted green.
11. Due to the rigours of the National Curriculum, we will be supporting the correction and improvement of spellings in children's work relevant to their age and ability. For example, for some children, we will be underlining words and adding them to word books; however others will use dictionaries to correct the 'Sp' error in the margin of their work.

12. When children are working within in the year 6 curriculum, the annotation process changes so that by the second term the errors are highlighted to the children at the end of each paragraph using our annotation key above and the number of errors e.g. 3x SP errors. Then by the third term, the children working at the expected level should be correcting their work themselves without the need for margin marking.
13. In Foundation Subjects, work is marked against the Foundation Subject Learning Intention given for a task. This identifies positive elements of work highlighted pink and areas for development highlighted green. **Sp, P, G or CL** may be used to identify errors for correction.
14. Good work will be rewarded by praise and the use of smileys, stampers or stickers. In addition pupils may show their work to a different member of staff.
15. Comments made to evaluate sessions and inform staff should be made within planning formats across the school.
16. Planning is annotated after each lesson and staff comment on any aspect relating to future planning. Support staff annotate an intervention record with relevant details.

Next Steps (Outcomes)

In our school we are committed to providing all our children with every opportunity to achieve the highest of standards. Using outcomes is the means by which we identify specific and measurable goals that help to improve the standards achieved by all our children.

The outcomes that we set are challenging, but realistic, and take into account each child's starting point for learning.

Each term, the children from Reception to Year 6 are involved in their own target setting process through pupil profile meetings. In these meetings we set three individual outcomes: Reading, Writing and Mathematics. The pupil profiles are sent to parents 3 x a year or discussed and a copy given at parents' evening if the timing is appropriate. This helps parents to support their child and provides an opportunity to discuss any issues. Regular feedback from teachers makes children aware of how they can improve their work and achieve their target. This helps children learn more effectively by making clear what it is that they need to do next in order to improve.

If children are working significantly below their year group (in a previous year group) then we will strive to support the child in closing the gaps with an aim to move to their correct year group's curriculum.

Target setting data

Currently in our school we use a range of information to support the target setting process; these will be amended in line with any Government reviews.

We expect teachers to be familiar with:

- Our own tracking system;
- The school's ASP report;
- The LA's School Information File (local comparative data);
- National tests and teacher assessment for eleven year olds; phonics testing for Year 1 (Year 2 retake if needed), Year 4 multiplication check;
- Optional school based assessments for Years 3, 4 and 5; (established Summer 2017)
- The Early Years Foundation Stage Curriculum

Reporting to Parents

EYFS

Staff use the Early Learning Goals to support formative assessments and to record achievements and progress across all areas of the EYFS Curriculum. We offer parents of pupils in Reception the opportunity to discuss the results of the Early Years Foundation Stage assessments with their child's teacher. These results are sent out with the final report at the end of the year.

Assertive Mentoring

The colour coded system used is a clear indicator of success or areas where a child is struggling. Through consultation, we know our parents find this very useful and informative.

End of Year Reports

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school to discuss any aspect of their child's work.

Each term we offer parents the opportunity to meet their child's teacher. During the summer term we give all parents a written report about their child's progress and achievements. In these reports we will provide details of how the children have progressed against the year group's objectives.

In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum and on Religious Education (unless they are withdrawn from this). In EYFS, parents receive a full report at the end of Nursery and Reception stating if children are on track or not on track with a detailed comment about their child's progression, learning and next steps. In all written reports we include space for parental feedback.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work.

When we give written feedback to a child, we relate this to the learning intention and success criteria for the lesson.

We encourage the children to make verbal comments about their own work and the work of fellow pupils.

We allow time, where appropriate, for the children to absorb any comments written on their work and act upon them. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

Consistency

All subject leaders monitor work and discuss the progress and type of activities which the children are engaged in. Our teachers discuss the children's work together, so that they have a common understanding of the expectations in each subject, therefore ensuring that we make consistent judgements about standards in the school.

Children with Additional Needs

At Tow Law Millennium Primary School, we see teaching and learning as being founded on the principles of opportunity for achievement and excellence for all. In accordance with our school ethos, we support the development of the whole child whilst valuing and celebrating all the special abilities displayed by children.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child and parents/carers. If a child has a special educational need or disability, our school does all it can to meet these individual needs. We comply with the requirements set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years.

The school actively involves parents/carers and children in completing and reviewing short note forms and setting up, monitoring and reviewing support plans for individuals at regular intervals throughout the year. For children with more complex needs, the school works alongside the child, parents and relevant outside agencies to gain further support through an Education, Health Care Plan. For further information see our SEND Policy and Equal Opportunities Policy.

Monitoring and Review

In our school we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, we regularly monitor the actions we have taken, so that we are in a position to make a judgement about how effective these actions have been. This gives us information on which we can base future decisions about the development of our school. Monitoring and evaluation in our school are part of a planned process and involves a range of different people over the course of a school year.

Monitoring and Evaluation Activities

1. The quality of teaching

The Headteacher, co-ordinator or mentor (in the case of ECTs), in accordance with the monitoring schedule, monitors all teachers working with classes at least once a term. The criteria will be linked to the Teachers' Standards, SIP and/or PM targets.

- 2.** Where a subject has been identified in the School Improvement Plan as a priority area, the subject leader monitors each teacher once a year as they teach the subject in question. Subject leaders monitor the quality of teaching in their subject and select a specific focus for the lesson visit. This gives feedback about the progress of specific actions in the School Improvement Plan. The monitoring timetable linked to governor monitoring is updated annually to ensure it links clearly to the SIP priorities.

3. The quality of children's learning

In the course of their lesson visits and through pupil voice, the Headteacher, co-ordinator or mentor gathers evidence about the children's attitudes to work and the standards that they are attaining in lessons. This enables SMT/Governors to make evaluations about the impact of the School Improvement Plan.

4. The standards attained by children

In the course of their lesson visits, the Headteacher, co-ordinator or mentor gather evidence about the standards that the children are attaining in lessons. All teachers led by the co-ordinator undertake a termly scrutiny of children's written work. This involves the sampling of children's work from a range of abilities within each class. Subject leaders use the evidence of this to inform evaluation of the SIP and where appropriate subject specific action plans.

5. The quality of teachers' planning

All sequences of lessons are placed on the Sharepoint on the first day of the half term. These are monitored by the Senior Management Team; if the class teacher needs to change these then they need to discuss this with the subject co-ordinator. Weekly annotated plans are kept on the Sharepoint.

The targets set in our School Improvement Plan

The Headteacher gives the Governors a termly report in which she identifies progress against the targets within the School Improvement Plan. Governors make regular visits to the school as part of a planned programme of monitoring. The Governors and Headteacher agree the focus of these visits when formulating the School Improvement Plan. Governors focus on one particular curriculum area or aspect of the school. The Headteacher supplies the Governors with termly budget updates. This allows the Governing Body to monitor and evaluate spending patterns against the priorities for improvements identified in the School Improvement Plan.

The planning cycle involves the Governing Body in evaluating the progress of the current School Improvement Plan as part of the development of the next plan. This gives Governors a clear view of the school's strengths and areas to develop.

Monitoring and evaluation

All teachers are responsible for monitoring the implementation of this policy. The Senior Management Team allocate dedicated time to inspect samples of the children's work, planning and to observe the policy being implemented in the classroom.

Signed:

Policy implemented: Autumn 2023

Policy to be reviewed: Autumn 2024

If you require this information summarised in another language or format please contact the school office on:



01388 730283

