Drongan Primary School

**Correction Code**

C Capital letter is missing or not required.

 Full stop is missing or not required.

P Check punctuation here.

Sp Spelling error.

\_\_\_\_ There is something wrong with the word/words underlined.

S This is not a sentence.

R Repeated – this has been said before.

^ There is a word or phrase missing.

NP New paragraph required here.

??? This does not make sense.

/ Letter(s) not needed in this word (scored through).

Drongan Primary School

**Correction Code**

***2 Stars and a Wish***

I really like these 2 things about your work.

Next time I’d like you to do this …………… and this is how you could go about it……………

***Traffic Lighting***

 Got it! Nearly there! Come see me!

 I’m OK! This is tricky! I’m stuck!

***VCOP Highlighting***

Teachers or pupils can use the highlighters to highlight good examples of VCOP.

**Red** – Vocabulary **Blue** – Connectives

**Green** – Openers **Yellow** – Punctuation

Drongan Primary School

**Marking Policy**

**What is the purpose of the policy?**

Drongan Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. This policy is concerned with ensuring a consistent approach to marking and feedback across the school and to ensure the involvement of children in extending their own learning.

**Why do we need a marking policy?**

It is important to provide constructive feedback to children, 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 currently do and what we would like them to be able to do.

**What are the principles that guide the school’s approach to marking?**

**Aims**:

* Show we value the children’s work and motivate them to produce high quality work.
* Raise children’s self-esteem and through praise for what they do well and encourage them to raise their aspirations.
* Gauge the children’s understanding and identify any misconceptions.
* To demonstrate what the children’s strengths are and how they can improve their work in the future through timely and high quality feedback.
* Create an ethos where mistakes are acceptable as long as learning allows children to remedy them.
* Embed opportunities for the child to learn how to assess their own work critically in order to create independence in learning and responsibility their own improvements.
* Embed opportunities for the children to assess each other’s work identifying strengths and areas for improvement by which they can reinforce their own learning and learn the art of constructive criticism.
* Create an ongoing conversation between child and adult which will aid progression.
* Create challenging but achievable targets for improvement.
* Provide a basis for summative and formative assessment.
* Provide a basis for lesson planning.
* Establish a consistent approach to marking against specific learning criteria so that children understand how their work is marked.

**Principles of Marking and Feedback**:

The following principles should underpin all marking and feedback:

* It must be manageable
* It should be positive and motivating for children.
* It must be at the child’s level of comprehension.
* It may be given verbally.
* It should be given promptly and regularly
* It ought to give recognition to effort and achievement noting improvements made.
* The process should directly engage the child, either orally or through written response.
* It should give clear strategies for improvement focussing on one or two areas at a time which link into the learning objectives or learning targets for the child (which may be cross curricular).
* Time should be given for children to consider marking comments and for them to respond to them and plan next steps.
* It will provide information to the teacher on the success of the teaching and inform planning.
* It will provide information to the teacher regarding pupil progress.
* It can be given by any adult with whom the child is working.
* It can be given by a peer as part of the learning process.
* It must positively affect the child’s progress and learning outcomes.

**What does Education Scotland say about affective use of assessment?**

*How good is our school? 4th Edition*

*Quality Indicator 2.3 LEARNING, TEACHING AND ASSESSMENT*

-Effective use of assessment:

Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people. Across our learning community we have shared expectations for standards to be achieved, and have robust arrangements for moderation across stages and across the curriculum.

-Features of highly-effective practice:

* Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.
* Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve.

**How will this policy be monitored and evaluated?**

The SMT will monitor jotters/class work and talk to children about their learning experiences through focus groups. Feedback and recommendations from the teaching staff will be sought during the 2018/2019 session.