

# Balmalloch Primary School and Nursery Class



## Marking Policy



responsi **B**ility

gr**A**ttitude

**BELIEVE IN YOURSELF**

hu**M**ility and forgiveness

persever**A**nce

**L**ove

**ACHIEVE YOUR GOALS**

h**O**nesty and gener**O**sity

respe**C**t

friends**H**ip & family

**A Place of Enthusiastic Learning and Achievement!**

## Evidence of Teacher/Child Input in Jotters

The teacher ...

- Makes daily use of formative assessment strategies:
  - Examples of excellence analysed and shared, before children produce their own 'product';
  - Clear Learning Intentions are shared with pupils and written at the top of each piece of work from P4-7 (Linked to CfE Experiences and Outcomes for the Curricular Area);
  - Co-constructed Success Criteria ensures children know what success looks like (Linked to CfE Benchmarks for the Curricular Area);
  - Co-operative peer feedback in which examples of improvement are modelled via mid-lesson so that feedback and improvement making is immediate and part of the lesson, Children initial or write their names to co-operatively improve their work;
  - Feedback from peers and teachers which focuses on successes, where excellence is and what improvements are needed - KIND/SPECIFIC/HELPFUL linked to the Success Criteria;
  - Effective ends to lessons through a plenary, where learning is summarised and reflected on by the child (e.g.) exit passes.
  - Acknowledgement by the teacher in each piece of work through +, = and -, reflecting on progress made by the child towards the level they are working towards (Children must know their levels for this to be effective) ;
  - Teacher, Peer and Self-assessment is implemented on a three-week rotation.

## Assessment

### Assessment Evidence

Assessment evidence should be gathered from the Four Contexts of Learning each term in 'Latest and Best' jotters focusing on the benchmarks linked to planned experiences and outcomes:

- Reading - Assessment in each novel study and after a series of banded books;
- Writing - Different genres showing ability with compositional and core targets, including taught writing and writing across the curriculum;
- Spelling - At the end of each spelling block checking spelling of taught words/phonemes and application of skills - sentences/paragraphs;
- French - At the end of each topic;
- Social Studies/Science & Investigation - At the end of each topic;
- RME - At the end of each topic;
- Art & Design - Showing application of skills taught;
- HWB - SHANARRI Web in school, at home and at the end of a Health related topic using the colour for each term.

## **Evidence iPads**

Evidence iPads should be used to collect evidence across the curriculum (e.g.) presentation of solo talks, skills in Physical Education, performance in Expressive Arts – Music, Drama and Dance. Evidence iPads can also be used to support peer and self-assessment.

Teachers will moderate evidence gathered for Literacy and Numeracy to ensure that there is a clear agreement on the child's progress towards Achievement of the Expected Level. Moderated pieces of work should include the initial of teachers involved in the moderation process and the date. Jotters, with a focus on 'Latest & Best' jotters, and Evidence iPads will provide evidence of each child's progress. Evidence will be used to write a report for parents/carers at the end of the session.

## **Four Capacities**

Children should be encouraged to record evidence of their progress towards the skills, attributes and capabilities outlined in the Four Capacities.

Successful Learner – I have shown ability to use technology for learning as a Digital Leader in Balmalloch Primary School.

Children should record when they have achieved a Star Pupil/Head Teacher Award, identifying one of the School Values and one of the Four Capacities it applies to and why.

## **Formative Assessment Comments**

Remember the aim of formative assessment is to make learners independent enough to confidently self and peer assess and make subsequent improvements on their ongoing work.

- The teacher makes good use of praise language:
  - Well done! You are learning to (use capital letters and full stops, write persuasively using appropriate vocabulary ...)
  - Your work shows you have been thinking about XXXXXXXX and this shows your brain is growing!
  - Every time you practice, you are making the connections in your brain stronger. You have looked at your next steps from last week and XXXXXXXX.
  - You kept going and now you can XXXXXXXX – well done!
  - Don't say no, have a go! You have tried hard to improve on yesterday, adding 3 digit numbers and XXXXX

## **P1-3**

- Marking Stampers – Literacy and Numeracy

## **P4-7**

- Codes to describe feedback. (See Marking Policy)

## Highlighter Pens

- Green is Great (Strengths)
- Pink for Think (Areas for Development)

## Assessment & Correction: Numeracy & Mathematics

- Tick if correct, dot if incorrect. Once corrected tick, next to the dot if the mistake has been recognised.
- Children should traffic light their work showing their self-assessment in pieces of work identified by the class teacher.

## Assessment & Correction: Literacy and English/IDL

Codes (to be displayed in every class):

SP- Spelling error

CL- Capital letter

NP- New paragraph

NS- New sentence

??- Something that doesn't make sense

/- Finger space

## Assessment & Correction: Taught Writing

- Every piece of work should be read by the teacher and a graded with a +, = or - , signed and dated. + Working beyond the level (in some aspects), = Working at the level, - Working below the level.
- Green highlighters should be used to show good aspects of the child's work (Green for Great) linked to NLC Policy. A tick will indicate words, phrases or sentences that are written well and underlined if the sections of the piece are exceptional.
- Pink highlighters should be used to show areas of development (Pink: stop and think), linked to NLC Policy.
- Use marking codes (as above) e.g. NS - New Sentence.
- Weekly Timetables should show a section of time allocated to providing constructive feedback as a class.
- Weekly Timetables should show time allocated to enable effective feedback to be provided, raising attainment through identification of strengths and next steps for pupils. P5-7 pupils should use pen for editing improvements.

## **Primary 1-2 and Primary 3-7**

In Primary 1 and 2 the marking code for writing should be used directly above or beside individual errors. Pedagogy Stampers can also be used.

From Primary 2 (Term 4) the marking code for writing should be written in the margin, if appropriate, of the text. Pupils should then edit work by looking along the 'marked' line to locate the error, and correct.

## **Self-Assessment**

- Assessment cards (Success Criteria) should be used for Self and Peer Assessments to support pupils in assessing their own work and the work of others.
- The traffic light system is in use for self-assessment. A neat dot or coloured square is required at the end of the piece of work. A traffic light stamper can be used which the child's colours appropriately to show their assessment of their progress.
- Both First and Second Level teachers and pupils use the 'Kind, Specific and Helpful' self, peer and teacher assessment approach. Feedback will be provided to 1/3 of the class on a three week rotation using the three point approach linked to Learning Intentions (CfE Experiences and Outcomes) and Success Criteria (CfE Benchmarks).
- At Early Level (P1) and the beginning of First Level (P2), the use of 'Kind and Helpful' vocabulary for self, peer and teacher assessment should be used. The parts of the work highlighted in green shows what the child has done well and parts of the work highlighted in green shows next steps in learning, linking to 'helpful' pink for think. Feedback from the teacher should be provided each week at Early Level linked to children's progress towards achieving the Success Criteria (CfE Benchmarks) linked to the Learning Intention. , providing feedback to 1/3 of the class on a three week rotation linked to the Learning Intentions (CfE Experiences and Outcomes). At Early Level, pictures/visuals, pedagogy stampers or written feedback can be given.

## **Presentation and Achievements**

Comment should be made on presentation as appropriate. Good work should be shared with the class, and possibly at Showcase Assemblies to highlight the importance of presentation.

Ruth McCarthy, Ben Clark, Lorna Grant & Lee Vernet

HT & Class Teachers

7<sup>th</sup> March, 2020

Scheduled Review: March 2021

## Appendix A

### Developing Skills though Learning Intentions and Success Criteria

Learning Intention/Objective Skill (not context)

- Spell out skill or knowledge
- Don't add context
- Experiences and Outcomes should be used to create the Learning Intention

Example: We are learning to write a set of instructions (This is the same for all learners).

### Supporting Skill Development - Success Criteria

To be successful remember to ...

- List what you need
- Use 'bossy' verbs
- Use numbers, bullet points or similar
- Use time connectives
- Write instructions in order
- Include diagrams or pictures if appropriate

Benchmarks should be used to create Success Criteria with learners.

### Link Knowledge and Skills

- To know the key events of WW2 and to be able to write a diary
- To know the names of key parts of plants and to be able to label diagrams (context - a flower)
- To know properties of 3D objects and to be able to use these in a Venn diagram.
- To know what a volcano is and to write an explanation text.

### Closed Success Criteria

Learning Intention: We are learning to add two digit numbers on a number line.

Success Criteria: I can start from the biggest number and add on in 1s.

I can jump in tens first, then jump in 1s.

I can record where I land.

Learning Intention: We are learning to measure.

Success Criteria: I can start at 0 and record the exact measurement.

I can use the correct unit of measure.

Success Criteria should be more open when children have a range of techniques

Learning Intention: We are learning to add two-digit numbers.

Remember to choose from ...

- A mental method
- Using a number line
- Using a number square
- Partitioning
- The formal method

Solving Mathematical Problems - To solve a word problem: How many hours have you been alive?

Remember to ...

- Estimate the answer
- Underline the key words
- Choose a method
- Choose resources
- Change your strategy if it doesn't work
- Check your answers in a different way
- Compare your answer with the estimate