

Marking policy

'Learning to love, loving to learn'.

Rationale

The purpose of this policy is to provide a common framework within which children's learning achievements are celebrated and future learning needs are identified. It will provide an overall structure which is understood by all the staff, children and parents.

Aims

Through this policy we aim to


- Ensure there is consistent age appropriate marking throughout the school,
- Monitor children's learning in order to support teacher planning and curriculum delivery,
- Identify children who need support, or more challenging work, and the nature of the support or challenge required,
- Support teacher feedback to children in order to give encouragement, raise confidence and demonstrate value and appreciation of the learning and identify next steps,
- Involve children in reviewing their own work and setting future targets.

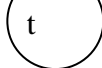
Guidelines


- More detailed examples of expectations and feedback can be found in all of the appendices, especially in this context Appendix Two Marking and assessment key,
- Marking should be consistently applied by all staff, bearing in mind the learning needs of the different age groups,
- Children's work should be acknowledged by the teacher, even if not appropriate to be marked e.g. music and art tasks,
- Marking of children's work should be timely, with verbal feedback to the child wherever appropriate (See appendix 2 and 1)
- Children should be aware of the school's marking symbols and respond to them in their own editing of work at an appropriate time in their development,
- Marking should be constructive without ignoring areas of difficulty,
- Marking will be used to inform teacher judgements concerning children's progress and to address future planning,
- Symbols of praise may be given for achievement e.g. 'ICA', stickers, rubber stamps etc,
- Marking should be completed in green ink from the teacher,
- Next steps should be completed in red ink by the child,
- Feedback should be legible,
- In the case of extended writing work, all staff will indicate if aided,
- A limited number of activities may be suitable for the child's self-marking and/or paired marking e.g. mental maths tests. On these occasions, it is very important that the teacher monitors this marking,
- Spellings within work should be marked according to the individual child's ability and the focus of the work in hand, age appropriate errors are to be identified and practiced by children (see separate 'editing' guide),
- Marking should be used as a tool to support children in setting individual targets, for improving their performance. It is important to ensure that any advice indicated on a child's work is undertaken by the child and followed up by the teacher,
- Marking will involve communication between the teacher and child, linked to personal targets and the learning intentions of the lesson. Examples of the next step feedback form can be found in the appendix.

Common marking symbols

Full stop required ✓

Full stop in wrong place 

Capital letter needed 

Capital letter not needed 


Spelling mistake that needs practice sp

(Words could be written for children to copy at the end of work or they could look it up in a dictionary and edit themselves, depending on ability).


Missing word – re-edit/edit ^


New paragraph NP //

If a letter is incorrectly formed then the children will copy it out multiple times.

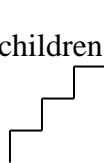
Finger space needed (~~in~~ the middle of work) or (at the 

Aided work, supported by teaching assistant or other adult 

Guided work in a group with the class teacher  / Guided Practice

Verbal feedback given to children 

Next steps / challenge



- Feedback will be given to the children via the highlighting of the learning objective title. If a child has fully met the learning objective the whole title will be highlighted in a block. If the child has partially met the learning objective then the title will be dotted through. If the child has not met the learning objective then the title will be left blank.
- Feedback will also be supplied via next steps (see appendix). These will not be for every student for every lesson unless this is needed, but will be regular and consistent. School would see this as at least 2 out of 5 sessions within a week for English and the same for maths.
- Any adult other than the class teacher (e.g. supply teacher, student teachers etc) will initial any work that they mark.
- In maths, when the child has got much of the work correct, a (or some) next step/challenge question(s) will be set for the child. If a child has made many or consistent errors, the teacher will provide a modelled example of the method/calculation/problem.
- Should a pupil have made a simple calculation error during a more complicated procedure, but completed the process correctly, then the error can be ringed and the answer dotted.
- Corrections are to be written beside the wrong answer with the original answers still visible. Corrections should be completed under a section of work where appropriate and clearly labelled.
- From **Year 1 up to Year 6**, correct answers should be ticked, wrong answers dotted, reversed numbers ringed and corrected. If a concept has not been grasped, errors and misconceptions should be circled and addressed as per above and the appendices.
- In **EYFS**, the correct answers will be ticked and wrong answers dotted. Verbal feedback and drawn modelled examples will be used to identify and support in the correction of misconceptions. The majority of work is guided, therefore any work that is independent will be identified in marking. It will be appropriate as the child moves through the year to

receive more written responses and the child will be helped to read this and respond if needed.

Conclusion

This policy will ensure that marking focuses on children's learning and understanding, celebrates their achievements and demonstrates that work is valued and appreciated. The involvement of children in the marking progress will support them in their progress and understanding.

Adopted by the Governing Body February 2013 Amended June 2013.

Amended June 2016

Amended March 2019. Review date: March 2022

Appendix one

Examples of next steps feedback

Key Stage 2 English

Teacher Marking

What an exciting story Sam. I really liked the ending it was very emotional and striking especially when you used words such as emotive.

⌞⌞ Look at the part of the story where there is a * can you re –write this sentence to make it more exciting.

Pupil Response

‘The creature lurched forward and crouched down beside me, a feeling of palpable horror gripped every fibre of my body.’

Teacher Response

Well done Sam, that certainly is much more exciting!

Key Stage 1 English

Marking will of course vary according to the age of the child and a

Key Stage 1 comment might be:

Teacher Marking

Well done Emma, this was a great story. I really like your sentence describing the giant – enormous was a great word to use!

⌞⌞ Can you think of an adjective to describe Mr Grumpy?
Mr Grumpy was _____

Pupil Response

Mr Grumpy was horrible

Teacher Response

Great adjective, Emma!

Mathematics Marking

Mathematics marking should have a developmental comment at least twice per week.

Key Stage 2 Maths

Teacher comment

Well done Jack. You have worked hard.

☞ Have another go at number 2. What was your error?

Pupil Response

$234 \times 56 = 13104$. I forgot to add on the numbers I had carried over.

Teacher reaffirming Comment

Great correction!

This marking would only be appropriate if the child had made errors and not quite achieved their learning objective, otherwise next steps should be reasoning and problem solving based to move the learning forward.

Key Stage 1 Maths

Key Stage 1 marking will be similar, offering a developmental comment at least twice per week.

Teacher comment

Well done Jack. All correct!

☞ Which is the odd one out and why?

20 15 10 6

Pupil Response

I think 6 because it's the only one not in the 5 x table

Teacher reaffirming Comment

Well done! Can you prove it?

This marking is reasoning based because the child has already shown in the lesson that they can meet the learning objective and they are ready to apply their knowledge.

Marking in the Early Years

Face to face feedback is very powerful when working with younger children. Teachers and support staff should give feedback orally one to one and offer prompts as much as possible.

Marking in Reception should be visual, positive and understandable, and should be used orally either as the child shows the teacher their work or when the teacher interacts with them throughout the lesson.

Teacher's and support staff's oral feedback needs to be focussed mainly around the learning intention of the task.

Children need a nurturing climate when talking about their work, e.g. "Let's have a look together at your lovely writing..."

Use open rather than closed questioning skills in feedback, i.e. rather than "What should you have put there?" (closed), use "Is there anything you think you could change to make this a proper sentence?" or "I wonder what could have made that a proper sentence... I wonder what's missing?" (open)

Use same success and improvement model as rest of school, but orally.

Show success

Stress successes verbally "You did this so well, you tried to sound out 'spider' and 'caterpillar'" "I like how you made it a proper sentence with a capital letter and a full stop." Use visual marking symbols to show successes, with the child.

Ways of indicating improvement

Reminders "You wrote....was that right?" "Let's clap that word together, I wonder if you have written all the claps" (syllables) That's very good, you started with a 't'... let's use our fingers to say the sounds together"

Scaffolded prompts "We could say the troll is ugly and has.....", "You say the giant is ugly. How could we make that more interesting? What did he have on his face?" "What did the troll look like? Was he tall? Short? Thin? Dumpy?"

Teachers can write down the suggestions the children make as the children talk. "I like that idea, let's write it down together" and use this as an opportunity to model writing.

Some children may not be able to make the improvement there and then, so tell them what the next step would be then be sure to reinforce this before children start their next bit of writing.

Use the symbols from the appendix together with the child to indicate next steps if appropriate.

Towards the latter end of the year it is expected that more written feedback will occur in preparation for Y1. The children will be helped to read this and respond if needed.

It is vital that any diagnostic feedback is given the due time to be reviewed by the learner and followed up by the teacher. This is an extremely powerful tool in developing teaching further.

Appendix Two
Marking and assessment key
KEY STAGE 1

Area of focus	Marking code/key	How often
Embedding assessment	Teacher to print off LO on paper or on stickers, OR CHILD TO WRITE	This MUST be on each piece of work.
Self assessment	At the start of a piece of writing or maths, a short checklist (called success criteria) to be stuck into book. Children complete this by assessing how well they have included the key features/presented work/checked punctuation. Teacher reviews this self assessment and comments.	Most pieces of core work
Tracking progression	All work to be dated – either by teacher or by child. Short date can be used for ease or speed at teachers discretion.	Every piece of work
Marking	TA next to teachers' initials if the work was completed with TA/Teacher assistance.	When needed
Feedback to pupils	Highlight to LO where objective has been met, partly highlighted (dotty) if partly. Nothing if not met.	Every piece of work
	VF next to teachers' initials if the feedback was given to the pupil Verbally.	Every piece of work where this happens
Next steps	Next steps with examples of how to, some short, some long. This is to be marked.	

KEY STAGE 2

Area of focus	Marking code/key	How often
Embedding assessment	Children to write LO at head of every piece of work. For SEN children, this can be printed or written by an adult.	Every piece of work
Self assessment	At the start of a piece of writing or maths, a short checklist (called success criteria) to be stuck into book. Children complete this by assessing how well they have included the key features/presented work/checked punctuation. Teacher reviews this self assessment and comments.	Most pieces of core work
Tracking progression	All work to be dated – either by teacher or by child. Short date can be used for ease or speed at teachers discretion, especially in maths.	Every piece of work
Marking	TA next to teachers' initials if the work was completed with TA/Teacher assistance.	When needed
Feedback to pupils	Highlight to LO where objective has been met, partly highlighted (dotty) if partly. Nothing if not met.	Every piece of work
	VF next to teachers' initials if the feedback was given to the child verbally.	Every piece of work where this happens
Next steps	Next steps with examples of how to, some short some long. This is to be marked.	At least twice a week in each core subject

Appendix three

Expected amount

	English	Maths
EYFS	Term 5 minimum of 2 sentences (for SEN) or 3 sentences for other pupils 4 times a week.	Term 5 recorded 4 times a week.

	Minimum of 4 pieces of recorded work a week for each subject	
Year 1	By Christmas – 5 sentences minimum	By Christmas – 8 fluency calculations
	$\frac{3}{4}$ page minimum (large lines)	Fluency, problem solving and/or reasoning evident across 2 – 3 lessons
Year 2	$\frac{3}{4}$ page minimum (medium lines)	Fluency, problem solving and/or reasoning evident across 2 lessons
Year 3	$\frac{3}{4}$ page minimum (small lines)	Fluency, problem solving and reasoning evident in each lesson
Year 4	1 page minimum (small lines)	Fluency, problem solving and reasoning evident in each lesson
Year 5	1 page minimum, plus higher language.	Fluency, problem solving and reasoning evident in each lesson
Year 6	1 minimum, expected higher level language.	Fluency, problem solving and reasoning evident in each lesson

If, in English, the children are writing on every other line to leave room for editing, then quantity amounts should be doubled.

In maths, children who have found the fluency element of the lesson trickier and required guided practice (indicated with GP / Guided Practice in their maths books) may have less evidence of problem solving and reasoning recorded than others in the class.

This expectation should be mirrored in each lesson, so consistency is evident to the children and shows learning journey.

The expectation should be made clear in each lesson and target reminded of. Children should be rewarded for exceeding and the behaviour code should be applied when expectations are not met. SEN and certain other considerations should be made, but only where appropriate and well justified.