



Introduction:

This policy gives guidance to all staff on the purpose, types and frequency of marking in order to have a positive impact on children's learning, motivation and self-esteem. It also gives guidance on the presentation of work.

Aims:

This policy aims to provide a consistent approach to marking across the school. All marking should have a clear purpose for either the child or the teacher and should be relevant to the learning objective and success criteria for the lesson.

Purpose of marking and feedback:

- To provide feedback about the current work.
- To inform the teacher of the child's progress and needs for future planning.
- To demonstrate the value of a child's work.
- To allow for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others.
- To show the children how to develop strategies to correct and redraft their own work and to take charge of their own learning and progression.

Types of marking:

1. **Verbal feedback and on the spot marking during the lesson.** Verbal feedback is recognised as the most effective feedback as it is at the point of learning and pupils can act upon it immediately. Verbal feedback alongside effective questioning can help clarify misconceptions and promote deeper thinking. Teachers and TAs are encouraged to do as much of this type of feedback, alongside on the spot marking, in the lesson as possible. Where verbal feedback has been provided the marking code VF is used.
2. **Light marking.** The purpose of this is to acknowledge how well the pupil has met the learning intention. In maths light marking must include marking each question/calculation correct/incorrect. The marking codes OA, OPA, ONA are used to indicate that light marking has taken place.
3. **Focus marking linked to the learning objective and steps to success.** In focus marking teachers indicate, through pink highlighting for written work and ticking in maths, aspects of work that has been successful or most effective and in addition provide pupils with a next step which will help them improve and deepen their learning. Next steps are shown by a comment which require pupils to return to the piece of work and make improvements. This could be a reminder comment, a scaffold comment or an example. (See appendix 2 for examples of each for writing and maths). In FS pupils will be gradually introduced to written marking and highlighting as part of verbal feedback at the point of learning.

4. **Self and peer assessment.** Pupils will regularly be provided with opportunities to evaluate their own and others' learning against the learning objective and steps to success. Teachers and TAs should still highlight the LO when pupils have completed their own marking.

Procedures

- The teacher should always ensure that there is visual evidence that the work has been marked.
- There is a system of common coding used throughout the school to highlight support given during the lesson and also the type of feedback given. This system may be adapted slightly for use in Foundation Stage classes. (See Appendix 1)
- Both teachers and TAs mark the work. Teachers use a green pen and TAs use a blue pen.
- All children will be aware of the coding system and it will be displayed in each classroom.
- Marking should be constructive and wherever possible encouraging.
- **At least one detailed, next step comment, per week** will be written by the teacher for English, Maths and theme per child. These comments need to be purposeful and meaningful to both teacher and pupil, and must move the pupils on in their learning. (Examples in appendix 1)
- Teachers should respond as reader to children's 'cold' and 'hot' writing.
- Pink highlighting (tickled pink) is used to highlight where the child has achieved the LO, or has included good elements that as marker we are pleased with. A comment should also be included to acknowledge what has been written (see above point)
- Post it notes and photographs can be used as a way of recording task outcomes and next steps.
- In FS developmental feedback will form part of quality interactions between adults and children. Children's responses and actions resulting from feedback will sometimes be noted down and form part of the evidence collected in children's learning journeys.
- Children should be given the opportunity to reflect upon the comments made and address any targets set. Children will correct their work or respond to teacher comments in purple pen.
- Peer marking and assessment should take place as regularly as is appropriate to age group and task. Peer comments should be coded according to the code in appendix 1.
- Checklists in Literacy should be used by the children to self assess their writing.
- Targets will be set for individuals, groups and classes, where appropriate, throughout the academic year.
- The above targets will be displayed in the front of the children's books, on their tables or in the classrooms.
- Children will be rewarded for achieving targets set.
- In Maths each calculation should be marked.

- Marking of a focus group, during English, Maths and theme will include recognition of a maximum of three spelling mistakes of high frequency words unless the learning objective is a spelling related objective.
- When a child has not completed a satisfactory amount of work for their potential, a written comment to that effect should be made on their work.
- This policy does not relate to work produced specifically for display.
- Appendix 3 shows what good marking and feedback looks like in each phase

Frequency of marking:

- All work will be marked before the next session of that subject, using codes to state whether LO has been achieved or not.
- In the lesson, teachers and TAs should mark work as they check learning and as they provide verbal feedback. We do this so that pupils get quality feedback at the point of learning and to help manage the workload of marking.

Teacher Focus Group

- Marking of focus group should take place during the lesson, which allows for immediate feedback on the next steps suggested.

Teaching Assistant Focus Group

- Marking of focus group must take place during the lesson, which allows for immediate feedback on the next steps suggested in blue pen.

Presentation:

- Regardless of the subject, pupils should be aware that a high standard of presentation is always expected of them.
- Cursive handwriting will be taught throughout the school through a common policy. (See handwriting policy)
- All work should be dated on the top line of the page (The long date for English and the short date for maths and other subjects) and underlined with a ruler.
- The children are expected to use the marking code at the top of their work to show if they have worked independently, with a group, the teacher or a teaching assistant. (See Appendix 1)
- In maths books, the children will use one square per digit. An exception to this might be one number in a box in KS1 where the boxes are large.
- Correct number formation should be picked up and addressed.

- In maths books the page can be folded in half for calculations (where appropriate)
- Correct letter formation should be picked up and addressed.
- Foundation Stage Most quality feedback is verbal and is given on an on-going basis. For the benefit of the key worker the verbal feedback will be recorded on the child's work as an integral part of on-going assessment. In terms 1 to 4 in the academic year the main teaching activities are in line with the Foundation Stage curriculum and so there will be considerably less formal pieces of work (and therefore marking) in comparison to Key Stage 1. However, all independent pieces of work are still marked. In terms 5 and 6 learning outcomes are more formalised in preparation for transition to Key Stage 1 and there will be an increase in the marking accordingly.
Key Stage 1 At the start of each piece of work the children will write the LO and underline with a ruler.
Children will traffic light their own work to signify achievement of the LO next to the start of their own work.
Checklists will be used for English
- Lower Key Stage 2
At the start of each piece of work the children will write the LO and underline with a ruler.
Children will traffic light their own work to signify achievement of the LO next to the start of their own work.
In Term 5 of Year 4 those children who are ready, will follow Upper Junior guidelines.
Checklists will be used for English
- Upper Key Stage 2
At the start of each piece of work the children will write the LO and underline with a ruler.
At the end of their work children will traffic light their own work to signify achievement of LO.
Checklists will be used for English

Signed	L Telling	EXECUTIVE HEADTEACHER
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MARKING CODES

T = Worked with teacher input

TA = Worked with the teaching assistant

I = Worked independently

B = Worked with a buddy partner

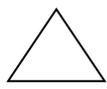
PA = Peer Assessment based on success criteria

OA = Objective achieved

OPA = Objective partly achieved

ONA = Objective not achieved

VF = Verbal feedback given

 = Target (followed by target symbol or explanation)

MPN = More practise needed

Foundation only

CI = Child initiated

TI = Teacher initiated

(N.B. Foundation will use the other codes in line with the rest of the school when appropriate)

CHILDREN'S CODE

 = I understand

 = I'm nearly there

 = I'm not sure

In addition, pupils should be encouraged and provided with regular opportunities to evaluate their own and others' learning in other ways. These comments should be in purple pen and can take the form of:

- Ticking the pupil column in a steps to success list or checklist
- Writing a comment at the end of their work describing what they have learnt
- Write about aspects of the work that they found easier/harder
- Recording their own next step

Where a pupil comments on another pupils' work, they should write their name at the end of their comment.

Appendix 2 Feedback and Improvement Prompts

Reminder Prompt

Most suitable for more able pupils. This simply reminds the pupil of what could be improved.

E.g. Say more about how you feel about this person

Most adults write this kind of prompt for all pupils. Most pupils need more than just a reminder prompt.

Scaffolded Prompt

Most suitable for pupils who need more structure than a simple reminder, this prompt provides some support.

E.g. A question: Can you describe how this person is a good friend?

A directive: Describe something that happened to show you they were a good friend

An unfinished sentence: He showed me he was a good friend when..... (finish this sentence)

Example prompt

Extremely successful with all pupils but especially with average or below average children; this prompt gives the pupils a choice of actual words or phrases.

E.g. Choose one of these or your own: He is a good friend because he never says unkind things about me.

My friend is a friend because he is always nice to me.

Questions that Teachers and TAs could ask to promote self-assessment:

- What are you most pleased about learning to.....?
- What really made you think while you were learning to.....?
- What helped you when something was tricky about learning to.....?
- How would you do things differently next time?
- How do you think you could use what you have learnt today in the future?
- What have you learnt that is new about.....?

Self-evaluation prompts that pupils could use to develop their meta cognition skills:

- I liked.....
- I learned.....
- I think I will.....
- I never knew.....
- I discovered.....
- I was surprised.....
- I still wonder.....

Appendix 3 What good feedback and marking looks like at each phase

Foundation Stage

Use of green pen marking in the Learning Journey
Instant verbal feedback, including during independent learning
Next steps are achievable
Recognition of month band or ELG
Positive with rewards
Area of learning identified
Steps to success for activities
Recognising effort as equal to or more important than attainment

KS1

Marking is written in child speak
Is responded to by the children
Quality verbal feedback
Post-it notes and photographs of observations
Regular and consistent across the year groups
Teaching Assistants feedback to teachers re the children's achievements
Verbal feedback from Teaching Assistants is noted down so that the teachers are aware

KS2

Use of marking codes
A target that refers to the Learning Outcome
Clear buddy marking / peer assessment
Own next steps identified (yr 5&6)
Children respond to marking
Self-assessment particularly at the end of a maths unit or a piece of writing