



## Marking Policy 2021-22

Together	<b>Together</b> with friends, families and community we care for ourselves, each other, our school and our world.
Everyone	<b>Everyone</b> has access to a broad, balanced and stimulating curriculum, whatever their gender, race, ethnicity or ability.
Achieving	<b>Achieving</b> our best is what we aim for every day we come to school.
More	<b>More</b> independence makes better learners and helps us to become good citizens.

### Rationale

Marking is a vital part of the evaluating and assessment process and informs future planning. If used effectively, it contributes to continuity and progression in learning and results in achievement and success for children. Marking is a valuable tool if comments are read and taken into account. An effective marking system involves the pupil making their own comments and suggestions to improve his/her work.

### Aims

- ✓ To provide continuity in the way in which staff mark pupils work
- ✓ To support the formative assessment of children's work
- ✓ To give pupils feedback on their work and develop a sense of achievement
- ✓ To inform future planning
- ✓ To give the children a picture of how far they have come in their learning and how they can improve their work in the future
- ✓ To gauge the children's understanding and identify any misconceptions
- ✓ To set high standards in presentation
- ✓

### Principles of marking and feedback

- ✓ The focus of marking should always be positive.

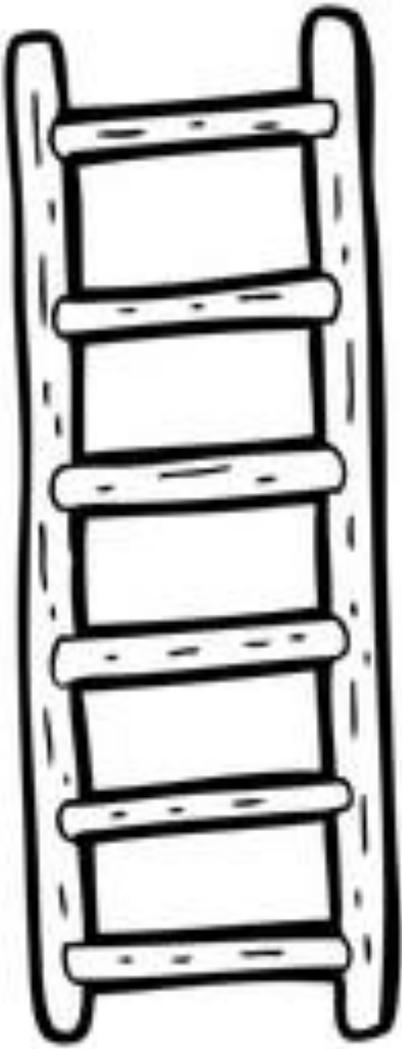
- ✓ It is the dialogue that takes place between teacher and pupil, ideally when the learning is still being completed.
- ✓ Marking should always relate to the lesson objective, and where possible, the children's individual targets.
- ✓ The children should be able to read and respond to the comments made and be given time to do so. This is a crucial part of your lesson structure and should be carried out before any new learning takes place. (This is more appropriate in Key stage 2).
- ✓ Comments should be appropriate to the age and ability of the child and may vary across the key stages.
- ✓ Feedback may also be given by a teaching assistant or through peer assessment.
- ✓ Verbal feedback may be given if a teacher has worked 1:1 with a child or a group of children. If this is the case the work should be marked with O.F (oral feedback) and the teachers/TAs initials- no formal marking is needed in this case.

### Implementing our marking policy

- ✓ We will always ensure children are informed about the way work will be marked, by sharing learning objectives (TIGBA); personal targets and to encourage children to assess their own performance against the learning objectives.
- ✓ It is an expectation that children's English and Maths books are marked in detail at least three times per week – this needs to be consistent across all children.
- ✓ We will ensure that marking is completed by the next lesson so that difficulties are identified immediately and lessons can be planned accordingly.
- ✓ Children will be encouraged to review their own or another child's work, but the teacher must also review their work.
- ✓ Teachers will underline spelling mistakes and write the correct word above or in the margin (key words used in the lesson or those which are appropriate to the ability of the child).
- ✓ Teachers will mark in green pen. Children will respond in pen or pencil.
- ✓ When a teaching assistant has supported a task, they will write an 'S' in a circle on the children's work and initial next to it. In addition to this the work may be stamped as 'Teacher Assistant Supported'.
- ✓ Stickers and teachers awards will be used to raise self-esteem and highlight success.

- ✓ Where work is of an unacceptable standard, verbal feedback will be given and may be recorded.
- ✓ As a school we have moved away from coverage marking (what children have done in the lesson) to Next Step marking. This marking should be 'challenge' based with a next step to learning i.e. a harder calculation. It is vital that if children have errors or have not understood these are corrected by the child first.

When giving next steps, consider:



Next steps to **Correct and Support**:

"Good try! Try using a number line to help you"

"Super effort! Try looking at the word mats to look for interesting words"

"Can you go back and have a look at..."

Next steps to **Consolidate**

"Well done! Now try these..."

"Brilliant literacy work. Can you write a sentence to explain what a verb is?"

Next steps to **Accelerate**

"Great, you can do it. Have a go at the red section next time!"

Next steps to **Challenge**

(This is about putting learning into practise, not just moving children onto the next task)

"Fantastic! Now think of a real life situation when you would need to do this sum"

"Excellent work! Can you add 3 adjectives to up-level this sentence...?"

Consider children giving the next steps themselves...

How can I do it better next time?

My work would be even better if...

### Marking in the Foundation Stage

- ✓ Feedback will be mainly verbal
- ✓ Work will be marked with the children present and the comments read aloud

- ✓ Positive comments will be used to build children's self-esteem, together with comments which help children move to the next step.
- ✓ A smiley face, stickers and stampers may be used
- ✓ Work will be annotated to reference the work for other adults, including parents.
- ✓ Work will be initialled by the adult who has supported the activity, with an 'I' being written to show independent work.

## Marking in Key Stages One and Two

### Maths

- ✓ A mixture of verbal and written feedback will be given, with an increasing focus on written feedback in key stage two.
- ✓ Ticks will be used to indicate correct answers.
- ✓ Crosses will be used to show errors.
- ✓ At least twice a week books will be marked with a positive comment linked to the learning objective (a star) and a next step, where appropriate (a wish).
- ✓ A smiley face, stickers and stampers may be used.
- ✓ Work supported by another adult will be initialled and an 'S' will be written on in a circle. In addition to this the work may be stamped as 'Teacher Assistant Supported'.
- ✓ Self/ Peer assessment will be introduced in Key Stage One, with some recording taking place in Key Stage Two.
- ✓ If a child has errors in their work, the correct method should be shown or an explanation given. Children should then be encouraged to respond by answering a new question to prove clearer understanding. (Demonstrating the **impact** of constructive marking)
- ✓ It is sometimes appropriate to discuss the child's work with them the following day- especially if it is not the required standard or they have not understood. In this case comments should take the form of 'we will go over this again' or 'ask me to explain'. Follow up work should then be evidenced in the child's book.

### Literacy

- ✓ A mixture of verbal and written feedback will be given, with an increasing focus on written feedback in key stage two.

- ✓ At least three times a week books will be marked with a positive comment linked to the learning objective (a star) and at least one next step (a wish). Big Writing will be marked in this way following every session. With Upper Key Stage 2 children using a 'Purple Polish' pen to edit after input from teacher.
- ✓ Smiley faces, stickers and stampers may be used.
- ✓ Work supported by another adult will be initialled and an 'S' will be written on in a circle. In addition to this the work may be stamped as 'Teacher Assistant Supported'.
- ✓ Self/ Peer assessment will be introduced in Key Stage One, with some recording taking place in Key Stage Two.
- ✓ Spelling mistakes must be made evident to the children. The word should be underlined and written above or in the margin. Please use your teacher judgement as to how many mistakes should be corrected depending on the ability of the child. As a guide the maximum number of mistakes highlighted is around 5 per piece.
- ✓ Please make sure there is sufficient evidence of independent/supported work for all groups of children. This is vital when coming to assess the children at the end of the year.

### Wider Curriculum

- ✓ Marking will reflect whether or not the children have met the learning objective.
- ✓ A next step may be given, if appropriate.
- ✓ Smiley faces, stickers and stampers may be used.
- ✓ Work supported by another adult will be initialled and an 'S' will be written on in a circle. In addition to this the work may be stamped as 'Teacher Assistant Supported'.
- ✓ Feedback will be verbal with the use of stickers for good work/effort. A written comment may be given, where appropriate.

### Homework

- ✓ A sticker will be given for homework submitted on time and completed to a good standard.
- ✓ Where appropriate answers should be ticked or crossed and positive comments may be recorded from time to time but are not expected.

## Guidelines for presentation

- ✓ Work should always be completed in pencil in maths and in other subjects, until handwriting is sufficiently joined and legible, in line with our literacy policy.
- ✓ The date will be recorded and underlined. The long date for literacy and the short date for all other subjects.
- ✓ Key Stage Two will record the learning objective (TIGBA), but this will not be underlined.
- ✓ Erasers will only be used for drawing. When a mistake is made in writing or number work, the error will be crossed through with a straight line and the correct answer will be recorded at the side of it.

## Monitoring and Review

Marking of children's work will be monitored on a regular basis by subject co-ordinators using the above guidelines as criteria. Feedback and points for development will be given to staff.

This marking policy will be reviewed every two years by staff and governors.

Date: July 2021

Review Date: September 2023

Assessment Manager: Miss K Manning

Head teacher: Mr C Blunt

Chair of Governors: Mr M West