

Marking Policy



*'Learning for life,
building a firm foundation'*

Reviewed: January 2018

Effective marking is the driver for consistent and sustained progress of pupils' learning day to day, week by week, throughout the term and over a school year. Work in pupils work books (mathematics and writing) is the evidence of that progress. Successful marking relies on the teacher's robust subject knowledge and accurate assessment of learning.

This policy applies to all teachers, teaching assistants, and supply teachers. Pupils' work must be marked daily.

Marking and feedback has four purposes:

1. For teachers and teaching assistants to assess pupils' learning.
2. So that pupils understand what they have done well.
3. To help pupils understand the mistake they have made and how they can improve.
4. For pupils to make visible signs of improvement as a result of feedback, whether written or verbal.

To ensure pupils understand what they have done well, they need to know both what they have done well and why - the reasons for it.

Discussions with pupils about recently marked work should demonstrate a good understanding of both of these points.

The WILF (What I'm (the teacher or Ta) Looking For) is the SKILL that pupils are learning.

Marking should be against the 'WILF' and clearly indicate whether the pupil has understood the 'WILF' or not.

If the pupil has understood and demonstrated this skill in their work, then the WILF, and an example of where this is demonstrated must be highlighted in **green**.

If the pupil has not understood the WILF or its application, then the pupil's unsuccessful attempt should be highlighted in **pink** together with the WILF indicating that this has not been achieved. The pupil's work will be highlighted green or pink **but not both**. When pupil's work has been marked / highlighted 'pink' indicating that they have not understood it is an ideal opportunity to develop and nurture their resilience by encouraging them to understand that this is how we learn and improve, rather than 'getting it wrong'. If work is always marked 'green', it indicates that the work has not been pitched high enough or does not provide enough challenge.

When appropriate, the adult marking should clearly give an example of the skill the child has been asked to improve, and have another attempt at applying the WILF to the task.

In the interests of consistency the four purposes of marking should be evident in all classes (except Nursery) and in all mathematics and writing (to include English and other subjects), throughout the school. However, approaches and the way that this is implemented may differ depending on the pupil's age, ability etc.

Sometime it is appropriate to give feedback verbally and at other times it is more effective to give written feedback. With each piece of marked work, the four purposes of marking (identified above) should be evidenced.

Where verbal feedback is given for pupil's recorded work, it is often appropriate to use 'key word marking' which is an indication to the reader that feedback has been given. This is to help both the pupil and teacher / teaching assistant to remember what was discussed so the work can later be checked for visible signs of improvement.

The way marking is organised and managed in any class may vary depending on the age, focus of Teaching and Learning for the lesson, WILF, ability, subject, etc. Younger children, for example, will usually undertake their improvements immediately following a verbal feedback or marking. The following is a form / or outline, / or guidance to be implemented as appropriate - using professional judgement to do so.

1. The focus group of the lesson should receive verbal feedback from the teacher or teaching assistant about their work, which should be appropriately coded and 'key word' marked. 'Key word' marking is a brief comment or word that reflects the conversation between the teacher/assistant and the pupil; e.g. 'connectives'; 'place value'; 'full-stops'.
2. The work of the identified group for focus in the next lesson should be marked in detail using one of the four prompts:
 - **challenge** e.g. Now try writing a sentence putting the conjunction to begin the sentence
 - **reminder** e.g. What should you include in the setting of your story?
 - **process** e.g. An explanation of column additions and the steps to follow.
 - **example** e.g. model a sentence. Now improve your sentence using this as an example.

This approach is intended to support pupils improve their work and provide clarity for them to do so. (The identified group may change due to marking).

Challenge task should be applied and given to those pupils - usually the higher achieving pupils who achieve the WILF correctly first time and need further challenge to extend and encourage deeper thinking/understanding

3. The remaining group(s) have their work marked by marker indicating what needs to be improved; e.g. a sentence, word, setting out a maths problem/calculation; labelling, etc, by using the marking codes.
4. All pupils must receive a detailed mark / feedback weekly for English and mathematics.

Discretion must be used by the teacher or teaching assistant as to the number of spelling and grammatical errors etc. identified for improvement / correction, depending on the

ability etc. of the pupil. The number of times that the child needs to write out the correct spelling is left to the teacher's professional judgement.

In years 2 and 6 during Spring and Summer terms, specific errors / mistakes should not be identified by marking in order to comply with the Statutory Assessment Framework set out by the Department for Education. A section of text should be identified for the pupil to find the error within it.

Teachers of years 3, 4 and 5 during the Spring and Summer term should adopt a similar approach to marking for the Higher Achieving group and those predicted to be working at the expected standard in class for English as set out for years 2 & 6 above.

Responsibility is placed with the pupil to improve their own work independently in response to marking. The manner in which improvements are undertaken is VERY important because it is the primary way a pupil will improve and make progress.

Marking should provide clarity of learning for the learner / pupil. Before improvements are undertaken, the title 'Improvements' (spelt correctly) with the date must be written. The improved piece of work should then be set out neatly and carefully by the pupil with the improvement clear to the pupil and the marker / reader. Improvements must be marked.

Improvements should only relate to the previous three days (as a maximum) and ideally only to the day before. Improvements must be kept up to date to maximise the impact on progress and learning. The above applies in the main to pupils from Year 2 through to Year 6. There may be exceptions to this, for example pupils with significant learning/special needs for whom an immediate feedback followed by time to complete improvements, would be more appropriate.

For younger pupils (reception, years 1 and 2) improvements need to be undertaken immediately following verbal feedback in order for the process to be a meaningful exercise in promoting learning and progress.

Without visible evidence of progress from feedback and marking there are no signs of effectiveness of the process. Teachers and teaching assistants must ensure that adequate time is given / allocated to pupils to respond to the marking guidance so that improvements are of a good standard. This is absolutely crucial to consistent and sustained progress of pupils' learning.

The link between assessment of learning, marking and identifying the next lessons WILF are inextricably inter linked and therefore crucial. This is the way that the pathways of learning and subsequent progress are followed in a sustained and consistent manner.

The adult marking must demonstrate well modelled handwriting, on the lines (in writing books) following the correct formation and joins. Marking comments must follow the GPVS conventions.

All marking must be initialled by the marker. Supply teachers must record using the words 'supply teacher' and their name.

Sally Kaminski-Gaze

Sally Kaminski-Gaze
Headteacher



All Saints CE Primary School and Nursery



Academic Guidance

Mark in red pen and highlight work to be improved in green highlighter pen.

S

Supported

FG

Focus Group

E

Equipment used

I

Independent

VF

Verbal Feedback

Sp

Underline spellings

^

Word is missing

√

Work has been marked

P

Not quite right-check your punctuation

G

Grammar

Your next step is



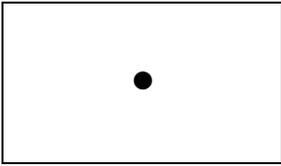
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Foundation Stage and Key Stage 1

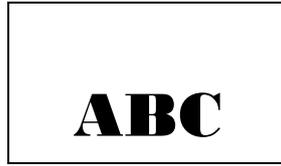
Academic Guidance



Code for Children



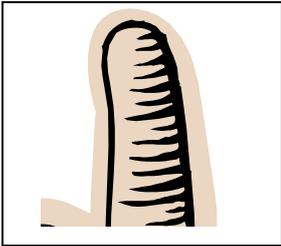
Punctuation



Capital letters

Finger Space

Write on line



Check writing makes sense

Common spelling misconceptions

Key words



_____ line underneath spelling mistakes