

Marking Policy

The school's marking policy has three core principles:

- (a) Children must understand what they have done well
- (b) Children must be clear about how to improve.
- (c) Children must make visible signs of improvement because of the marking.

Marking can take many forms including:

- Whole Class Marking
- Verbal Feedback
- Group Marking
- Peer Marking
- Focus Group Marking by Teacher/ Teaching Assistant

Whole Class Marking

This may be in detail for example in an assessment piece where evidence needs to be kept.

Verbal Feedback

When verbal feedback is used, its purpose and effectiveness must be clear. We will therefore use VF (written in purple pen) in the margin and show that there is a visible sign of improvement because of the verbal feedback.

VF at the bottom of a page indicates a discussion has taken place about the piece of work and that there is *a visible sign of improvement* because of the verbal feedback.

Improvements by children in green pen.

Group Marking

Where a teacher or other adult under the direction of the teacher works with a specific group, and there has been dialogue discussion, prompts during the task, this will constitute the marking for that group as their work will show *visible signs of improvement* based on input from the teacher during the session.

Peer Marking

Can be used for spelling test, checking against success criteria or as part of plenary work against the learning intention, this kind of marking should be monitored by the teacher through questioning, verbal feedback or focus group marking.

Focus Group Marking

Where a group have worked independently against an objective a teacher will provide marking and comments to ensure the core principles are adhered to. Plenaries can be used to mark the work of a particular group while other children

peer mark followed by feedback from other groups using the visualiser. (Good way to move children on)

Marking Comments

However feedback and marking must always relate to the objective rather than the context or activity. Guidance may be given to children in any of the above forms but should:

- a) Challenge – ‘Now can you tell me more about...’
- b) Reminder – ‘What should you include in the setting of your story...’
- c) Provide steps – ‘First check you have ... then see if you can..’
- d) Example – ‘Put this sentence into your story to improve...’

*Marking must be completed before the child receives the work back prior to the next lesson. Where marking comments have been provided by the teacher, children **must** be given time to act on those comments to show *visible signs of improvement*.*

Reminder: Your marking should model expectations.

Additional Notes

- Pens are more regularly used but if pencils are used, rubbers will not be used as part of everyday work.
- They will be provided by the teacher if a child is creating something which is for public display or for sending out of school e.g. letters written for a real purpose, and the work is being copied as ‘best copy’.

Success criteria

Literacy

- At least one per unit (focus on genre) – attached to work
- Use shorter sections/more specific SC throughout the week to suit text type
- Children self-assess according to SC – Teacher reviews this
- Comments and codes appropriate to literacy SC
- Try to co-construct SC as much as possible.
- Must ensure children are responding to feedback in green

Maths

- Next step comments (not always relevant)
- SC on wall for Maths – step by step alongside example
- Corrections should be made in green. They may need a comment.
- Only 4 minutes worth of corrections.
- Either move on to next unit or give child extra intervention

Supply and cover teacher (HLTA) need to mark the work.

The words *cover* or *supply* can be used if the work is not marked but the lesson should still be assessed by the teacher to ensure progression.

We will use the following as marking signs and symbols:

Sign	Action	Meaning	How it relates to core principles
SP	Write sp in the margin and underline the word on that line	Teacher underlines a keyword misspelt to indicate it needs spelling correctly.	How to improve visible sign of improvement
O	Teacher circles the missing punctuation.	Child has to check as there is punctuation missing	How to improve visible sign of improvement
VF	Write VF in the margin (in purple pen) with a single word about what the VF relates to.	If any form of verbal feedback is given, the child must act on this immediately.	How to improve visible sign of improvement
I	Child works independently	Where a child has worked independently after the initial input	How to work independently
PW	Child/teacher writes PW at the end of a piece of work (Purple)	Where children have worked in pairs to complete their own piece.	How to learn in pairs
CW	Child/ teacher writes CW at the end of a piece of work	Where children have worked collaboratively to produce a joint piece of work.	How to learn collaboratively
GW	Teacher writes GW and their initials at the end of piece of work.	Where work has been guided by either the teacher or an additional adult.	Guided work
GC	Group comment	Your group needs to work with a teacher /TA to talk through something	Understand that they support to improve
SVA	Subject Verb Agreement e.g. was / were, is/ are	Ensure these are checked constantly by all staff to improve grammar	Understand how to improve grammar

SC	Success Criteria	Refer to Success Criteria to meet LO (WALT)	Understanding how to improve
AfL	Assessed for learning	This is written after a cold task. The teacher has read through the task and has used their findings to plan	Pupils know that their cold task has been reviewed by the teacher
Highlighting	Teacher uses Green Highlighter	To indicate where a child has achieved the SC/LO or worked well	Understand what they have done well.
Highlighting	Pupil uses yellow highlighter	Solving a Word Problem – important word in the process is highlighted by the children	Children identify key problem solving word
Highlighting	Children use different highlighters to find key features of a text. A corresponding key always be in place.	Children use highlighters to find key features.	Understanding steps needed to improve/ or achievement
Blue pen	Children Make it better in blue	Children edit their work without teacher support	Understand how to improve
Written comment	Teacher adds a marking comment away from the child in red .	Child needs to read this comment and act on it to show visible sign of improvement.	Understand how to improve and show visible signs of improvement
Green response	Children respond in green .		