

Marking Policy



DANE ROYD SCHOOL

Lead Personnel: Head Teacher

Approval by: Standards Committee

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Aims which guide our policies and practice

As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:

- *To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- *To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- *To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- *To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- *To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

Marking and Feedback Policy

We believe marking should provide constructive feedback to every child, focusing on success, achievement and progress. Marking should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across each stage within our school, that informs and influences our planning and enhances children's learning.

Aims:

Effective marking and feedback should provide one of the following:

- Inform children of their achievements and the next steps required to enable progression in their learning
- Relate to the learning objectives and age related objectives
- Give children specific praise for the success of their work, showing it is valued
- Give children clear strategies on how they can improve their work
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Show consistent codes and procedures throughout the school, where appropriate
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their children's work
- Uphold our high expectations and standards in all subjects throughout the school

Marking and Feedback should include checking that:

- The learning objective and date is at the top of all pieces of work, where appropriate
- The title and date is underlined- Year 2 to Year 6
- Verbal constructive feedback is given to children during all lessons by all adults working with them
- It is completed as a cycle during the lesson which takes the form of immediate, summary and review marking and feedback

Type	What it looks Like	Evidence
Immediate	<ul style="list-style-type: none"> • Takes place during the lesson with individuals using the helicopter approach and moving around the classroom • Takes place during the lesson with small groups the teacher is sat working with • Teacher gathering evidence of teaching and progress during a lesson (mini-whiteboards, book work, verbal responses etc.) • Often given verbally to pupils for immediate action • May involve a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include ways forward/marketing codes in books as a method or written communication 	<ul style="list-style-type: none"> • Lesson Observations • Learning Walks • Evidence of marking in books such as ways forward and marking codes • Improvements evident in books either through editing, purple polishing or further work completed at a different time • Annotations made on planning
Summary	<ul style="list-style-type: none"> • Takes place at the end of an activity or lesson • Often involves whole group or classes rather than individuals • Provides an opportunity for evaluation and summaries to be made from the lesson by the teacher and learners • May take the form of a peer or self-assessment • May guide teachers planning for following lessons 	<ul style="list-style-type: none"> • Lesson Observations • Learning Walks • Timetabled pre-learning and follow-up learning based on summary evidence • Some evidence of peer and self-assessment in books/work • May be reflective in review feedback (marking)
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/ways forward for pupils to read and or respond to • Enables teachers to assess a child's understanding of an objective • Leads to direct alterations to lesson plans to meet individual and group needs • May lead to targets being set for children or provide review OPP evidence 	<ul style="list-style-type: none"> • Written comments/marketing codes/ways forward that may have been responded to by the child • Alterations of teaching sequences/tasks/activities from original planning • Annotations to indicate future groupings

Marking and Feedback throughout the school

All marking should be done in blue pen. A tick will indicate where the learning objective or target has been met. A dot will indicate an error. Marking codes will be adhered to when marking all written work. The school's handwriting policy should be followed when giving written feedback. Marking and feedback is differentiated throughout school. Work that is used for assessment purposes will not be over-aided.

Early Years Foundation Stage

Children in the Early Years Foundation Stage will be given verbal feedback continuously by all adults within the setting throughout the day. This will cover the prime and specific areas of the curriculum. Observation and assessments will take place to identify the next steps in a child's learning and inform future planning.

Marking Codes

The following codes may be used within the marking.

→	Ways Forward	✓	Correct
I	Independent	.	Incorrect. Try again
G	Guided Work (Adult-led tasks)	SI	Self-initiated
WS	With Support (some adult help and guidance)	C	Copied (Child's writing underneath)
T	Traced (Child's writing on top)	H	Completed at home

Key Stage 1

Children in Year 1 & 2 will be given verbal feedback regularly throughout the lesson from all adults and through immediate, summary and review marking. This will be via the use of ticks to identify successes and give positive feedback and the use of circles within their work to indicate an error. Children who are 'Working At' expectations and at 'Greater Depth' will be encouraged to correct their work independently using the resources available to them such as dictionaries/word banks/punctuation guides etc. Children 'Working Towards' expected standards will be given more support from an adult to make corrections. Children will not be over-aided when making corrections and improvements to their work. Independence should be encouraged at all times and the teacher will judge the correct level of support required to make any necessary corrections.

Regular spelling errors should be identified. The teacher will use their judgement of a child's ability to determine how much support a child will have to correct spellings. Any spellings available in the classroom should be copied correctly and those learnt by the child during spelling lessons should be encouraged to be recalled. Support to correct spelling will be given when required.

Where appropriate, the teacher will indicate the 'Ways Forward' using the arrow symbol in the marking codes, followed by written feedback on how to improve their work (review marking and feedback). This written feedback should be brief and should

be shared with the child. The teacher will tick the learning objective to indicate if this has been achieved.

Lower Key Stage 2

Children in Year 3 & Year 4 will be given direction through immediate, summary and review marking. This will be via the use of ticks to identify successes and give positive feedback and in the form of circles within their work to indicate an error. This is intended to guide the child to correct their work. Children who are 'Working At' expectations and at 'Greater Depth' will be encouraged to correct their work independently using the resources available to them such as dictionaries/word banks/punctuation guides etc. Children 'Working Towards' expected standards will be given more support from an adult to make corrections. Children will not be over-aided when making corrections and improvements to their work. Independence should be encouraged at all times and the teacher will judge the correct level of support required to make any necessary corrections.

Where appropriate, the teacher will indicate the 'Ways Forward' using the arrow symbol in the marking codes, followed by written feedback on how to improve their work. This written feedback should be brief and should be shared with the child. teacher will tick the learning objective to indicate if this has been achieved.

Upper Key Stage 2

Children in Year 5 and Year 6 who are 'Working At' expectations and at 'Greater Depth' in the curriculum are expected to responded to verbal or written feedback independently and to edit and correct their work. Teaching input will be given where required and correct work will be marked with a tick along with positive feedback to celebrate success. Children 'Working Towards' expected standards will be given more support from an adult to make corrections.

Children will not be over-aided when making corrections and improvements to their work. Independence should be encouraged at all times and the teacher will judge the correct level of support required to make any necessary corrections.

Where appropriate, the teacher will indicate the 'Ways Forward' using the arrow symbol in the marking codes, followed by written feedback on how to improve their work. This written feedback should be brief and should be shared with the child. The teacher will tick the learning objective to indicate if this has been achieved.

Marking Codes

The following codes may be used within the marking of a piece of work.

→	Ways Forward	✓	Correct
T	Teacher guide	.	Incorrect. Try again

TA	TA guided	Sp	Spelling mistake- circle or underline spelling errors and use the symbol in the margin.
P	Paired work	CL	Capital letter needed
Gp	Group work (no adult)	//	New paragraph needed
VF	Verbal feedback. Only to be used with additional comment outlining the discussion	^	Use on the line where punctuation is missing. Or put an O around an area where the punctuation is missing. Then put a P in the margin
O	Errors to be circled as a guide for making corrections	GR	Grammar needs revising
		?	Written in the margin if the sentences and wording is confusing.

Reflecting upon marking and feedback

Children are given the opportunity to act upon any marking and feedback at different stages of the lesson and throughout the teaching sequence of planning. Children will evidence their responses to marking using purple coloured pencils or a standard writing pencil with a purple asterisk (this is dependent upon teacher preference.) This process will be referred to as 'Purple Polishing' throughout school.

This will include having opportunities to correct work during:

- Morning Time lessons (Do It Right Time or DIRT Time)
- An editing lesson. In English this is typically done towards the end of the week where children can edit and improve draft pieces of work
- Small group lessons or interventions from an adult to review and, if necessary, reteach the learning objective before corrections are made.
- Independently using resources such as dictionaries/word banks etc to support them.

If children are consistent in making errors then planned programmes of intervention will be delivered by a trained adult. This will be delivered in addition to normal English and Mathematics lessons. It may take the form of personalized 1:1 or small group intervention.

Marking and Feedback from Teaching Assistants

Teaching Assistants will provide children with 'immediate' marking and feedback during lessons. This may be concentrated to individuals, a specific group they are supporting or to the wider class. See description of immediate marking and feedback on page 2. Marking codes are to be adhered to when making any written comments. 'Ways forward' may be written by the Teaching Assistant during the lesson. Verbal

feedback on a child’s progress will be shared with the teacher at the end of the lesson to inform any future planning. ‘Summary’ feedback will be used when a Teaching Assistant is ending an activity and before moving on to a new element of learning.

Marking and feedback for Mathematics work throughout school

Marking is an essential tool for assessment in mathematics. Teachers, and where possible teaching assistants, should use a method whereby as much marking is done instantly during independent work e.g. helicopter approach. This allows for misconceptions to be addressed in a timely manner, ideally during the lesson, or as soon after as possible.

It is recognised that it may not be possible for teachers to mark every child’s work during the lesson and children’s books that do not get looked at in lesson should be marked, for assessment purposes, and therefore no written comment may be necessary, as soon after the lesson and preferably before the next. The marking should be used to inform planning for next lesson.

Where appropriate the teacher, or teaching assistant, may wish to write a consolidation or challenge question. It is important that the child does not feel that that they must get challenge questions right, nor are subject leaders looking for this in books, rather that the questions again inform the teaching in subsequent lessons.

It is encouraged in KS2 that children become independent and therefore may mark pieces of their own work, or others, and then seeks advice from the teacher or teaching assistant if they feel they need more challenge or support within a particular topic.

Marking Codes

The following codes may be used within the marking of mathematics.

→	Ways Forward	✓	Correct
T	Teacher guide	.	Incorrect. Try again
TA	TA guided	0	Errors to be circled as a guide for making corrections
P	Paired work	Gp	Group work (no adult)
VF	Verbal feedback. Only to be used with additional comment outlining the discussion		

Appendix 1

Marking Codes

Early years Foundation Stage

→	Ways Forward	✓	Correct
I	Independent	.	Incorrect. Try again
G	Guided Work (Adult-led tasks)	Sp	Spelling errors corrected
WS	With Support (some adult help and guidance)	C	Copied (Child's writing underneath)
T	Traced (Child's writing on top)	H	Completed at home

Written Work Key Stage 1 & 2

→	Ways Forward	✓	Correct
T	Teacher guide	.	Incorrect. Try again
TA	TA guided	Sp	Spelling mistake- circle or underline spelling errors and use the symbol in the margin.
P	Paired work	CL	Capital letter needed
Gp	Group work (no adult)	//	New paragraph needed
VF	Verbal feedback. Only to be used with additional comment outlining the discussion	^	Use on the line where punctuation is missing. Or put an O around an area where the punctuation is missing. Then put a p in the margin
O	Errors to be circled as a guide for making corrections	GR	Grammar needs revising
		?	Written in the margin if the sentences and wording is confusing.

Mathematics Key Stage 1 & 2

→	Ways Forward	✓	Correct
T	Teacher guide	.	Incorrect. Try again
TA	TA guided	O	Errors to be circled as a guide for making corrections
P	Paired work	Gp	Group work (no adult)

VF	Verbal feedback. Only to be used with additional comment outlining the discussion		
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Appendix 2

Examples of effective marking and feedback

**Early years Foundation Stage
Written**

**Early years Foundation Stage
Mathematics**

**Key Stage 1
Written**

**Key Stage 1
Mathematics**

**Key Stage 2
Written**

**Key Stage 2
Mathematics**