



Policy status

Title:	Marking – striving for excellence		
Status:	Approved		
Owner:	Head Teacher		
Nominated governor:	Teaching and Learning Committee		
Release date:	September 2017	Valid until:	September 2019
Head teacher (signature if required):		Date:	
Chair of governing body (signature if required):		Date:	

Marking

Key principles of our policy

- The main purpose of marking is to improve learning.
- Feedback is often most effective when it is given during the lesson rather than at the end, allowing children the opportunity to improve their work.
- Where written feedback is given it should say what has been done well and tell the children what they need to do to improve their work. Written feedback is only useful where it can be followed up and is likely to have a positive impact.
- For any written feedback to have an impact children need to be able to read it and understand it. This means that **in class R and 1 feedback will usually be oral**. The class teacher keeps assessments of adult led activities.
- Peer support helps children improve their work but pupils need to be taught how to offer useful advice.
- Children should be involved in their own learning and should be encouraged to improve their own work
- Marking should be primarily against the learning objective but errors in spelling and punctuation (age appropriate) should also be addressed. Refer to Appendix 2 for progression in marking spelling errors in children's work.
- Work to be used as evidence for assessing against the interim framework (Y2 & Y6) or against a specific objective (Y1, Y3, Y4 & Y5) for the Maths assessment triangle sheet or Ros Wilson writing assessment must be marked using vague next steps e.g. 'check punctuation' as opposed to 'check full stops'.
- Children will respond to marking and edit using a 'purple polishing pen'.

These principles are based on research by The Sutton Trust that shows that the most effective way of improving outcomes is through a continual process of review and improvement.

These principles see a move away from simply focussing on secretarial features towards striving for excellence in all areas. Good secretarial are non –negotiable and children are expected to use them at all times. Peer support will be taught; children need to learn how to work co-operatively and how to critique a piece of work together .It is not simply a case of swapping books .(Ref: Austen’s Butterflies <https://www.youtube.com/watch?v=PZo2PIhnmNY>)

What will you see in children’s books?

- In Maths pupils will use a traffic light approach to self -assessment (e.g. green for yes , I understood, amber for I’m not confident and red for a request for more input)
- In other subjects, where children have assessed their own work or that of their peers, they will write SA or PA (self- assessed or peer assessed) so that it is clear who has had an impact
- Teachers will tick the learning objective once in green if it has been achieved and twice in green if it has been exceeded. Teachers may also comment in green on what has been done well. Next steps to secure improvement will be indicated in pink
- Teachers may comment on the pupils learning skills (e.g. well done, you learnt from your mistake, you used resources well etc.)
- In guided Maths, guided Reading and at other times teachers will give pupils time to respond to their marking and to correct or improve any work as indicated
- If a teacher/TA works with a group/individuals and supports their work, the book will be stamped as assisted work. Teaching assistants working with individuals or small groups will feedback to teachers about the child’s progress
- If a teacher has given on the spot feedback it will be recorded as verbal feedback (VF)
- At KS2, children will be expected to correct spellings and poor punctuation as a matter of routine
- All pieces of work marked with codes (refer to appendix 1)
- Evidence that teachers have remarked following the children responding with the purple polishing pen (only where it can move the learning forward)

Presentation

- Children cannot draw or doodle inside their books or on the front cover
- Date, learning objective and success criteria can be printed on stickers that are stuck onto the children’s work from YR to Y3 and for older children where appropriate (as opposed to writing it themselves).
- Worksheets must be glued in neatly
- Children must record whether the task they have chosen is mild, medium or spicy next to the learning objective. When they move up or down a challenge within a lesson they also need to record this in the book where the change takes place.
- Margins must be used from Y3 (unless the child has a special educational need that makes this particularly difficult)
- Where children have written their own date and learning objective this must be underlined neatly using a ruler
- Children need to write the word date for English work and the number date for Maths work
- 1 digit per square ion the Maths books (where possible)
- Cursive handwriting is taught from YR. Where possible, children are encouraged to use cursive writing in all written work.

The application of this policy will be monitored by the Head Teacher and leadership team.

Marking In My Book:

Ⓘ - I worked by myself.

Ⓙ - The teacher helped me/ worked with me.

Ⓣ - The TA helped me/ worked with me.

ⓖ - I worked in a group.

Ⓟ - I worked with a partner.

Pink to make me think

- check something

/improve it.

Green is good!

My assessment:



red = A bit wobbly. I need to do some more/ have help.

amber = I kind of get it but am not super confident

green = Yes I get it - I am happy with this.

Ⓢ - self assessment Ⓟ - partner assessment

Other types of marking/ assessment :

Ⓟ = Partner marking/ improvement

Ⓢ = Self improvement / I did it myself.

Ⓥ = My Teacher or TA spoke to

me about this (verbal feedback)

Appendix 2

Progression for marking spelling errors in children's work

Step 1	The focus is on the children being able to read the words back to you. You may want to annotate over the words to assist someone else reading the piece.
Step 2	Ask the children to check a word whilst you are working with them. This should be a word that you think they can spell or words you would like sounding out more accurately.
Step 3	Underline incorrect words and children check the spelling. Teacher may use sound buttons to help a child spell a word: chop- __. __
Step 4	Write 'sp' in the margin indicating that a word on that line is spelt incorrectly.
Step 5	Use purple polishing pens and children edit their work with a partner. The partner can help to identify the words that are incorrectly spelt or look wrong, but the child whose book it is needs to correct it. This could be using a dictionary.
Step 6	Children underline words that they think are spelt incorrectly as they write and check when editing using their purple polishing pen. When the work is marked, the teacher may indicate the number of spelling errors in a paragraph but not specific to the line.

Year 2: identify high frequency words that are spelt incorrectly.

Teachers need to judge the number of spelling errors they pick up according to the ability of the child. Ensure too many are not picked up but prioritise them.

Children need to be encouraged to become independent when finding out the correct spelling so ensure they have a number of strategies to use: dictionary, word bank, display...