

## Castle Bromwich Junior School Marking Policy

Marking should provide specific feedback and feed forward into the student's immediate next steps of learning. Marking should be specific, positive in its tone and critical in a caring way. All those involved in learning at school should have a shared understanding that mistakes are opportunities for learning, particularly if they are acted upon swiftly.

This policy clarifies the expectations of marking pupil's work that should be consistent across the school. This policy should be applied to all areas of the curriculum, with note to specific subject references as mentioned.

### Effective marking will:

- Ensure that students have ownership over their work and take responsibility for making progress
- Make next steps clear and achievable with sufficient time given to make meaningful changes
- Have a positive tone, identifying specific areas of success as well as areas for specific improvements
- Support pupils, staff and parents in understanding where support and guidance are needed
- Directly inform short term planning, enabling teachers to review pitch and progress within lessons - encouraging flexibility with pupil need at the centre
- Be consistently acted upon by students as soon as possible, including the attempts to address such points in future pieces of work
- Reflect a progression in skills and expectations over time ie. the need to correct misplaced commas once addressed in marking, should not still be a development point over a half term.

### Marking Policy: Quick reference Guide.

Symbols may be used for a quick way to represent corrections/action needed. Students need to be taught the symbols so they can understand the marking and where appropriate, use it themselves.

Green highlighting  (Star) 	A green highlighter should be used to clearly demonstrate an example of success - directly related to the WALT/WILF of the lesson, or another specific writing target that they may have. TWO or THREE examples are highlighted within one piece. This can be further explained with a comment, signified as the student's 'star'. Green highlighting should only pick out specific examples linked to the WILF and should not highlight every single good feature. Green highlighting is not required in Maths, where a tick will suffice.
Yellow highlighting  (Wish)	A yellow highlighter should be used to identify ONE area for development. This could be a key sentence/collection of words/phrases that need to be changed/improved. If you were highlighting missing punctuation/incorrect spelling as a wish, you may have on that occasion, more than one point highlighted in yellow. Yellow in Maths books, indicates either advice or a next step.
TA/CT/LSA	These initials should be used by an adult where support has been provided directly for that child, perhaps in the form of shared or guided writing.
TD	This means the teacher has explained or discussed the target personally.
AO	To signify an assessment opportunity where the child has worked independently
I	To signify that the child has worked independently when writing ie. The outcome is not a shared or guided piece.
~~~~~	A wobbly line signifies an error in spelling where the correct spelling should be written in the margin three times. Students can use this wobbly line to signify a spelling they are not sure of, if they haven't been able to find the correct spelling at the time. Once corrected, this spelling should then be transferred to word logs and dated. See <b>Marking Spelling</b> for additional guidance.
 Within writing	Capital letters are missing or used when not necessary
//	A new paragraph needed - you may have moved onto a different subject, point or section of the text
A/B/C	Presentation grade in margin with A being the best that given child can achieve (worth one house point), B = room for improvement, C = inadequate and all/some needs re-writing.

## **WALT and WILF** ('We are Learning To' AND 'What I'm Looking For')

The WALT is the learning objective of the lesson.

The WILF is the skill set necessary to achieve the WALT

WALT: Link our ideas effectively

WILF: Use conjunctions to link ideas within sentences

Use connecting phrases to create links between ideas

Reflect on your own writing to check for sense

Where possible, WILF's should be created in collaboration with the students as this will make them more meaningful for the students.

TAs can use the WALT of the lesson to add their opinion of the child's ability by putting a Z, M or S by the title.

Z = I can see that you have really understood this (ZOOMING)

M= I can see that you are beginning to get to grips with this and with a little more practice you will be good (MANAGING)

S= I can see that you are finding this difficult and I will help you.(STARTING OUT)

## **Written Feedback**

Written feedback can be given by teachers, other adults and pupils. All pieces of work will form part of the learning journey and a balance of feedback from teachers, other adults or pupils should be evident. All of these groups are responsible for actively deciding on next steps for the learner.

When written feedback is given by teachers and other adults, the star and wish system should be used, with green highlighting to identify areas of specific success and yellow highlighting to identify opportunities for improvement. This should be done at least twice a week in English. In Maths, there is no requirement for green highlighting. Yellow highlighting will indicate either advice or a next step. Teachers should monitor and guide the quality of written feedback given by pupils.

When detailing wishes which are aligned with the yellow highlighting, comments should be differentiated depending on the ability of the child. For example:

**A reminder prompt:** (Most suitable for more able children)

*Explain this person's personality in more detail, providing at least 3 extra points...*

*Re-write these sentences to show excitement at this point.*

**A scaffolded prompt:** (Most suitable for average abilities)

*Describe something which happened which showed he was a good friend....*

*Re-write this sentence to include an embedded clause*

**An example prompt:** (Most suitable for lower ability children)

*Would you describe this character as excitable or mean spirited? Can you tell me why?*

*What language choice would be best here - ? or ?*

## **General Guidance for self/peer assessment:**

Teachers should plan for and structure their lessons so that students have regular opportunities to peer and self assess. In order for this to be meaningful, teachers must always build in sufficient thinking, reflection and feedback time. The range of skills involved in self and peer marking need to be directly taught by the teacher in the context of the lesson, and over time. It is expected that an improvement on these skills will be evident in books.

## **Self Assessment**

When reviewing their own work at any point during the lesson, students will use self assessment pens to identify specific strengths in their work. They may underline given areas of success with a ruler. These will be linked to the WILF of the lesson. This work should then be acknowledged by the teacher to say they have looked over it and a comment added if necessary.

In school, children will have an 'Always WILF' that is specific to their target level in writing. Students should use this as guidance whenever they write to encourage reflection on and responsibility for the quality of their own writing.

Wherever possible, teachers and students should create the WILF collaboratively. This should encourage ownership and increase understanding of what success looks like at all stages of the writing process.

### **Peer Assessment**

Peer assessment is an essential part of the writing process and one of the most important factors in accelerated progress for students. Wherever possible, across subjects, teachers should plan for regular opportunities for peer assessment.

In writing, students will use peer marking pens to identify specific areas of success linked to the WILF and an area of development, again linked directly to the WILF.

*Next time, it would be even better if you could...*

The children **MUST** give **SPECIFIC** examples of areas for development - specific enough that the person that you are marking for could 'steal' the suggestion and put it directly in to their work.

Where children use highlighter pens, they should only highlight specific examples of meeting the WILF and

*Dear.....thank you for sharing your \_\_\_\_\_ writing with me. I really like the way that you:*  
avoid highlighting every good feature. Underneath the WALT, the phrase 'pupil assessed' should be written to indicate when this has happened.

### **Marking Spelling**

Spelling is a priority across subjects and both teachers and students should take responsibility for progression in this area. Students should be encouraged to use adventurous, varied vocabulary, even if in their first draft it is not spelt correctly so that they can fully express their ideas. Any errors in ambitious vocabulary should be corrected with the expectation that they are then spelt correctly in any following drafts of writing.

Teachers or peers can correct up to 5 spellings per piece. Where corrections are identified, students must:

- Re-write the correct spelling 3 times in the margin
- Record the spelling in their word log and date it to help monitor progression

Where there are patterns in spelling errors, for example, topical vocabulary or a given spelling pattern, teachers must prioritise this when selecting corrections. This may form part of your wish, with the child taking responsibility to investigate the correct spelling and make corrections. If there are common mistakes across a class or group, addressing this at the start of the next lesson may be appropriate.

### **Presentation of Pupils Work**

The presentation of daily work should show care and pride in everything that they do. Standards must be clearly set by teachers and other staff so that pupils know what is expected. These guidelines should encourage good, consistent habits across the school, whereby the children are aware of what is expected of them.

### **Maths Books**

- ◆ work with a sharp pencil
- ◆ short date and WALT for each piece of work - underlined with a ruler
- ◆ rule a left hand margin two squares in (all year groups) and also a centre margin (Y5 and 6)
- ◆ date and title for each piece of work - underlined
- ◆ only one digit or sign to a square
- ◆ straight lines drawn with a ruler
- ◆ calculations numbered and spaced out so they don't touch
- ◆ work in columns

### **Written Work**

- ◆ full date and WALT for each piece of work - underlined with a ruler

- ◆ words spaced out carefully and consistently
- ◆ Handwriting policy is consistently followed, with an understanding that a final published piece will reflect the child's best ability in relation to overall presentation
- ◆ mistakes should be identified by ruling through the mistake with a pencil and ruler
- ◆ children write in pencil until the teacher feels they have sufficient control to begin in pen. Most children move to pen by Christmas time in year 3.
- ◆ when writing students must either use a school issued handwriting pen or one which is similar (no biros)

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