



# The Village Federation of Carsington & Hopton and Kirk Ireton Primary Schools



## Marking for Improvement Policy

### **Purpose:**

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of the teaching team are expected to be familiar with the policy and to apply it consistently.

This policy should be viewed in conjunction with the school handwriting policy as all marking should be modelling high-quality written work.

### **The need for a marking policy:**

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

### **Good marking occurs when:**

- It is clearly related to the Learning Objectives and/or Success Criteria of the lesson.
- It is meaningful for the individual child and time is made available in the lesson for the child to respond to it or in a subsequent lesson.
- It is used to inform future work.
- It is positive, constructive, with appropriate praise given.
- It encourages a dialogue between teacher and child.

### **Our marking should include:**

- Verbal and written feedback.
- Comments that relate to the planned learning objectives, recognition of children's achievements and indication of the next steps in their learning.
- Verbal feedback will be indicated on written work with a 'VF'.

### **Written Feedback:**

This should consist of one of three different types of Improvement prompts:

- *A reminder prompt* – a general statement or question
- *A scaffolded prompt* – which is more specific in its focus.
- *An example prompt* – where the teacher gives the child examples of what they could do to improve their work and the child has to choose or come up with one of their own.

See Appendices for detailed examples.

## **Specific Marking Guidelines –**

- Maths and closed questions should be marked with a tick.
- Children should be encouraged to leave incorrect answers and self-correct by writing their new answer next to it.
- Rubbers should be used with caution. When drafting, errors are left and corrections made around them. This enables children and teachers to see where mistakes or misconceptions have been made and how they have been addressed and rectified.
- Spelling corrections should be limited to words the children should know and a maximum of three words per piece will be identified. These words can then be written out x3 in response to the marking or added to children's individual spelling lists.
- Smiley faces/ stickers/stamps maybe used as additional rewards.

## **Policy Success Criteria :**

We know our policy is working if:

- There is evidence that work is being marked regularly
- Marking informs future planning
- Pupils acknowledge targets or 'next steps' and work towards achieving them.
- Given time to do so, pupils will respond directly to written marking.

## **Monitoring:**

We will ensure that these guidelines are being used consistently throughout the school by carrying out work scrutiny. This will be the responsibility of the Senior Management Team. Feedback on the implementation of the Marking Policy will be given during Staff Meetings or with individual staff.

## **Appendix A**

### **Marking policy examples:**

#### **Early Years/Key Stage 1:**

*Sp* – spelling error

*^* - put in a word/phrase

*BW* - find a better word

*S* –supported

*I* – independent

*VF* – verbal feedback given

Self Assessment: children to use a coloured pencil to draw a face at the end of their work to indicate whether they think they achieved the learning objective successfully, not sure if they have achieved it or know they struggled with it.

#### **Key Stage 2:**

*Sp* –spelling error

*P* –punctuation error

*GR* – grammatical error

// - New paragraph needed

? – spot your error and put it right

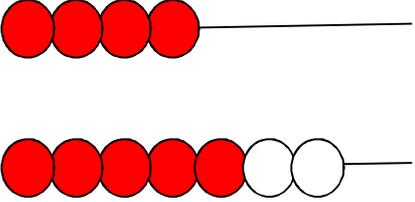
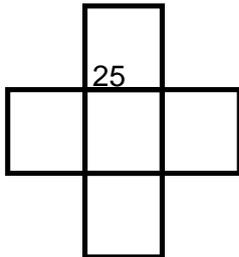
*BW* – Find a better word

*S* – Supported

(Assume all work is independent unless otherwise stated)

*VF* – verbal feedback given.

**Mathematics:**

<p><b>Model</b></p> <p>£ 2 1 . 0 0</p> <p>£ 1 3 . 2 4</p> <p>£ 8 . 6 5</p> <hr/> <p>+ £ 4 2 . 7 9</p> <hr/> <p>1 .</p>	<p><b>Image</b></p> <p>Beadstring</p> <p>What is the difference between 7 and 4?</p> 	<p><b>Image</b></p> <p>Number line</p> <p>Can you use this number line to help you work out this calculation?</p> <p>91 – 65 =</p> 
<p><b>Image</b></p> <p>Number line</p> <p>This shows 15 divided into groups of 3.</p>  <p>Can you show <math>15 \div 4</math> on a number line? What do you notice about the answer?</p>	<p><b>Image</b></p> <p>This is part of the hundred square.</p>  <p>Can you complete the other four numbers in part of this hundred square?</p>	<p><b>Closed/multiple choice question</b></p> <p><i>If you combine these digit cards, what number will be made?</i></p>  <p><i>What is 10 more than the number you have made? _____</i></p> <p><i>What is 100 less than the number you have made? _____</i></p>

**Closed/multiple choice question**

*“Can you round 325 to the nearest ten?”*

*“Circle the numbers that round to 50.”*

44 45 54 59 49 40 55

*“Can you put these numbers in ascending order ?”*

21 201 102 212 121 211  
120 12

**Closed Question**

Do you know an equivalent fraction for  $\frac{7}{49}$ ?

How would you change this number into words?

2,246,139

**Open Question**

“I’m thinking of a number. When I round it to the nearest ten I get 460. List the numbers I could be thinking of.”

“I have two 1-10 dice. What numbers could be thrown with each dice to total 15?”

**Open Question**

How could you arrange 20 cakes into equal rows?

Can you split this grid into half?

Can you do it in different ways?

. . . . .

. . . . .

. . . . .

. . . . .

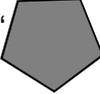
**Finish the sentence**

“Two numbers bigger than 13 ... and .....”

“Four 5 pence's are the same value as.....and .....”

“Half of 16 is the same as .... + .....”

“18 is closer to 20 than 15 because...”

“ this shape is called a .....

**Finish the sentence**

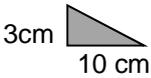
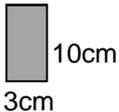
“When you divide by 10, the digits....”

“If a whole turn is  $360^\circ$  then half a turn is..... because...”

“2D Shapes with 4 sides are called .....”

“Capacity can be measured in ....., ....”

A 3D shape with both curved and straight sides could be ..., a ... or a...”

Generalisation	Generalisation	Explanation/Generalisation
<p>If a child has successfully completed work on near doubles to 20, a question to enable the child to reflect on / deepen their understanding could be...</p> <p><i>"Why does <math>30 + 29 + 31</math> equal 90?"</i></p>	<p><i>"Why is the area of this triangle</i></p>  <p><i>half of the area of this</i></p> 	<p>"9 and 15 are not prime numbers, can you explain why they are not?"</p> <p>"Do you know why 16 is a square number?"</p> <p>These three number patterns follow the same rule. What is the rule?</p> <p>2, 5, 11, 23, _ _ _</p> <p>3, 7, 15, 31, _ _ _</p> <p>10, 21, 43, 87, _ _ _</p> <p><i>Can you write the next 3 numbers in each sequence?</i></p>

## Appendix B

### Examples of prompts

Example prompt	Example prompt
<ul style="list-style-type: none"> <li>• LO: To use adjectives</li> </ul> <p><i>The man walked along the beach.</i></p> <p>Emma, choose adjectives to describe the man and the beach...</p> <p>The _____ man walked along the _____ beach.</p> <p>Old, ancient, tall, sandy, pebbly, wrinkled</p> <p><i>The wrinkled man walked along the pebbly beach.</i></p>	<ul style="list-style-type: none"> <li>• LO: Add 9 to any 2-digit number</li> </ul> <p>Sarah, a good try Remember to add 10 to help you.</p> <p>E.g. <math>43 + 9 =</math>  <math>43 + 10 = 53</math>  <math>53 - 1 = 52</math></p> <p>Have a go at doing these two please</p> <p><math>77 + 9 =</math>  <math>77 + 10 =</math> _____  _____ -1 = _____</p> <p><math>45 + 9 =</math>  <math>45 + 10 =</math> _____  _____ -1 = _____</p>

## Scaffold prompt

- LO: To include descriptive language

*A moment later, Katie landed in a smelly, muddy jungle. She saw a lion, she smelled a snake's breath.*

- What did the snake's breath smell of?

*The snakes breath smelt of rotten eggs  
(above average y2)*

## Scaffold prompt

- LO: Add 9 to any 2-digit number

Well tried Paul, you remembered to add 10 but sometimes added on 1 instead of taking 1 off.

E.g.  $46 + 9 =$

$46 + 10 = 56$

$56 - 1 = 55$

Have a go at these please

$59 + 9 =$

$78 + 9 =$

## Reminder prompt

- LO: Write a character description.

*James sat in the classroom doing his writing. The classroom was bright and sunny. The teacher was busy sorting out some children who were trying to use the computer. After the lesson, they all went out to play.*

- Teacher comment: Write more about James.

## Reminder prompt

- LO: Add 9 to any 2-digit number

Well done Emma, you can add 9 accurately using 10. Now have a think about how you could add 19, 29, 39 quickly to a 2 digit number.

Try these ones

$65 + 19 =$

$49 + 29 =$