



Discovery Primary Academy **Marking Policy** **September 2018** **Reviewed annually**

Marking Principles

Marking children's work is an essential part of assessment. Effective marking will:

- Provide clear feedback to children about strengths and weaknesses.
- Recognise, encourage and reward children's efforts and progress.
- Move learning forward.
- Focus teachers on those areas of learning where groups and individuals need specific help.
- Provide a record of children's progress.
- Create Next Steps and opportunities to practice identified mistakes and misconceptions.

Emphasis is placed on marking work in the child's presence whenever possible and children should be part of the marking process. Teachers should use a 'V' to indicate that verbal feedback has been given.

The children are encouraged to reflect on what they have done; aspects they are pleased with and those they think they can do better by ticking or dotting their success criteria.

The Learning Objective and Success Criteria are displayed in the classroom. The meaning is discussed verbally and referred to throughout the lesson, and in the plenary.

AFL

We use a number of techniques to ensure our children are partners in their assessment:

- ✓ Sharing Learning Objective(s) and success criteria – Visual success criteria should be used with LLAP and NTE pupils.
- ✓ 1-2 sessions with teachers each term to share targets.
- ✓ Peer assessment

Rewards

Praise and encouragement are important throughout this process. Good work is rewarded with house points, stamps and stickers, as well as verbal praise (see behaviour policy).

Presentation of Work

The expectation is that all written work will be of the same standard as the written work within English books.

All work in English and Topic needs to be neatly presented, and the children encouraged to join their handwriting.

All work needs to match the learning objective.

Expectations KS1

English and Topic Work

- Start each piece of work on a double page. The children will write on the left hand side of the page
- The title, date, learning objective, visual success criteria should be used with LLAP and NTE pupils.) Success criteria will be written or stuck onto the right hand side of the double page at the top.
- The learning objective in Key Stage One may be on the left hand side of the page as part of a writing frame the children are using.

Topic Work

- A title page to be produced on the computer and stuck in the Topic books neatly for the start of each new topic as appropriate.
- Work needs to be marked according to the marking policy.
- A topic 'Big Write' to be completed fortnightly – where the unit/topic lends its self to an extended piece of writing, this will be marked in accordance with the marking policy.

Maths

- Date written in numerical form.
- Learning objective shown as 'I am learning ...' according to ability level.

Expectations KS2

English and Topic Work

- Start each piece of work on a double page. The children will write on the left hand side of the page
- The title, date, learning objective. Visual success criteria should be used with LLAP and NTE pupils. and success criteria will be written or stuck onto the right hand side of the double page at the top. Date will be underlined.

Topic Work

- A title page to be produced on the computer and stuck in the Topic books neatly for the start of each new topic.
- Work needs to be marked according to the marking policy.
- A topic 'Big Write' to be completed fortnightly – where the unit/topic lends itself to an extended piece of writing, this will be marked in accordance with the marking policy.

Maths

- Most maths is now completed in work books. If not then the following should occur
- Date written in numerical form
- Title (if necessary)
- Learning objective shown as 'I am learning ...' according to ability level.
-) Used to separate question number and answer

Pens or Pencils?

KS1 – Pencils used in KS1 in both English and Maths. In Year 2, purple polishing pens are introduced in the Summer Term to edit their work in a teacher led session. Handwriting awards and special pencils are awarded for proficient handwriting and use of cursive script.

KS2 – Pencils to be used for all Maths work, in English differentiated use of pens according to ability. The expectation is that by the end of year 6 the majority of children will be using pens in order to prepare them for KS3.

Pen Licences, Certificates and Golden pens and will be awarded for proficient handwriting and excellent progress and used in the classroom.

SFA Marking

- Teachers will mark in bright contrasting colours e.g. fluorescent gel pens **but** red pen should not be used.
- All teachers can use highlighter pens and children will use colour pencils, in the following colours, to highlight positive aspects of the work;

Green will be used for Vocabulary

Blue will be used for Connectives

Orange will be used for good Openers

Pink will be used for Punctuation

- Teachers are expected to thoroughly mark work with a next step at least once a week in SFA. In maths the next step will be given in their maths journal when appropriate. Some children may need more than one next step in a week if their learning needs to be moved on. The

teacher will generate next steps, according to the learning objective/success criteria/children's targets. These next step comments should focus on moving the children's learning forward. Teachers should always write next steps for mistakes and misconceptions and provide opportunities for pupils to regularly correct work and practice vital skills.

- Teachers must ensure that they are rotating their groups, if appropriate so, that all children's work is thoroughly marked at least once a week in SFA.
- Teachers will mark the children's workbooks whenever they are used. Maths books/journals will be marked when used and a next step provided when appropriate.
- The teacher will then provide an opportunity for the children in that group to respond to the next step comment either by asking a question, leaving a small task or asking for a sentence to be rewritten, making the suggested improvements. There will be evidence in the children's books that the next step has been read, discussed and responded to.
- If the child has achieved the Learning Objective it will be highlighted green, yellow if it is partly achieved and left if the child has not achieved the LO.
- In SFA Wings, the learning objective for the individual check in reading will be highlighted green if the class teacher score is 7 or over. The score of 4 or below will not be highlighted. The scores are out of 10.
- In SFA Wings, the learning objective for the scoring matrix in writing will be highlighted green if the class teacher score is 75 or above. The score of 40 or below will not be highlighted. The scores are out of 100.
- The other children's work will be marked in less detail with acknowledgement by highlighting the learning Objective as mentioned above.
- All children's work should be stamped to state whether it was completed independently only in SFA and topic, TA assisted or Teacher assisted in SFA/Topic and Maths. Teachers do not need to stamp independently in Maths.
- Topic Big Writes will be written in Topic books when the unit lends itself to an extended piece of writing. These will be next stepped and responded to by the child if appropriate.
- Writing modules through SFA from Wings 2 groups upwards will be completed each half term in their English books. These extended pieces of writing should be marked and a next step given to move the children's learning on.
- Big Writes should be edited with a purple polishing pen where applicable, depending upon the year group. Purple polishing pens will be gradually introduced in year 3, and then used regularly in years 4, 5 and 6.
- Targets will be stuck into the front of English books/folders.
- Rubbers are used at the teacher's discretion.

- A maximum of 3 spellings should be identified in a piece of writing. The incorrect spelling is underlined with a wiggly line. The correct spelling is written underneath the success criteria as below;

Sp: dog

The child rewrites the word correctly three times. This is acknowledged by the class teacher when next marking.

Mathematics Marking

- Teachers will mark in bright contrasting colours e.g. fluorescent gel pens but red pen should not be used.
- Teachers are expected to mark work books in maths each time they are used. A thorough mark and a next step will be given in maths journals where appropriate. The teacher will generate next steps, according to the learning objective and the children's targets. These next step comments should focus on moving the children's learning forward.
- If the child has made significant errors then the work should have a next step with examples to help the child.
- Children should be given time to correct their work which then be checked again by the teacher and corrections remarked. The incorrect answer has a dot next to it and the correct answer is written next to the dot
- If the child has achieved the Learning Objective it will be highlighted green, yellow if it is partly achieved and left if the child has not achieved the LO.
- All maths children's work should be stamped to state whether it was completed with the help of a TA or Teacher. Independent work does not require a stamp.
- Targets will be stuck into the front of Maths work books
- Rubbers are used at the teacher's discretion.

Topic Marking

- If the child has achieved the Learning Objective it will be highlighted green, yellow if it is partly achieved and left if the child has not achieved the LO.
- Up to 3 spellings should be picked up in all pieces of work when necessary. Topic Big Writes should give the children a next step to move their learning on and to address any misconceptions in other topic lessons.

- Work can be recorded by the use photos and/or writing a sentence if the work is of a practical nature.

Common Symbols Used in marking Pupils Work

English and Written Work

Wird

Spelling errors are underlined with a wiggly line and sp written in the margin. In each piece of work spelling mistakes are identified (no more than 3) and the teacher will write the correct spelling at the end of the work.

V To indicate feedback has been given verbally to the child

Mathematics



Used to show when work is correct. This should be done in pen



Used to show when work is incorrect. Children must not rub out their mistake; they should make their corrections next to the dot or mistake.

Science and Topic Work

The teacher's comments will be focused on the Learning Objective(s)/Success Criteria. Teachers will also write Next Steps if the Learning Objective has not been met, focusing on children's targets. Spelling, handwriting and presentation should be regarded as important (especially key words associated with the topic).

HLTA

HLTA's are expected to mark in the same way as teaching staff. Therefore they must have a lesson plan so that they are aware of the learning objective and success criteria and also know which children's work require a thorough mark. HLTA'S will initial all work that they mark.

Please note all work in English, Maths and Topic will be monitored each term to ensure the marking and presentation policy is being followed.

Guidance on the use of Success Criteria

Success Criteria is used in SFA and Topic

- Learning objectives to be typed in black. General consensus is NO coloured success criteria for individual groups. Non-coloured, black learning objectives will allow for fluidity and movement between groups, depending on the topics taught.

- Success criteria can be stacked as this seems to work for most subjects, although in maths and SFA there may only be a few success criteria. These will probably relate to the band they are working in so may or may not be stacked. The stacked version may not be appropriate for children in year 1 or year 2, except in topic for year 2.
- The stacked success criteria may use red, blue and green statements within the same success criteria. This will show increasing levels of challenge linked to the LO, but will not relate to individual groups of children. All children should therefore be aiming, and encouraged, to challenge themselves.

I am learning to use semi-colons to add detail.		
Success Criteria	Me	My Teacher
I can summarise the for and against arguments.		
I can think of further arguments.		
I can explain why a semi-colon is used.		
I can use a range of 'argument verbs'.		
Can you use subordinating conjunctions and openers to add further detail?		

- If stacked success criteria are not being used, then the success criteria will reflect the level of learning required in that subject and will all be written in black.
- Different success criteria will be used for different bands in SFA and maths, demonstrating differentiation where necessary.
- Visual success criteria to be used for those pupils who need it: SEND, EAL and pupils new to English. There is no reason why visual success criteria cannot be given to all children.
- Application must be added to the maths success criteria and highlighted, so it is clear an application lesson has been taught.

Updated September 2018