

## **POLICY ON MARKING**

### **Rationale**

Effective learning is promoted through regular, effective marking and feedback which enhances pupils' understanding of themselves as learners and assists in raising self-esteem.

### **Principles**

- Marking procedures and standards must be consistently applied across the school.
- Pupils should receive regular, positive and purposeful feedback which can be written or verbal.
- Feedback linked to their current learning should identify strengths and achievements before focusing on next steps.
- As part of good AfL practice, marking will be used both to support pupils' next steps and to inform summative judgements.
- Regular opportunities for pupils' to reflect on and evaluate their learning will be provided through self and peer-assessment in lessons. (This will include the use of purple pens.)
- The role of marking within each lesson should be considered at the planning stage to ensure that it is effective.
- Pupils and parents/carers will have access to any marking criteria and the school marking code so that feedback is fully understood by all stakeholders.

## **Marking Expectations**

### **For Teachers**

The following procedures should be implemented by teachers to ensure consistency across the school. Any monitoring carried out by SLT will take into account the expectations of the marking policy.

- Feedback to pupils should be completed as soon as possible to enhance learning and improve outcomes.
- Feedback will be focused on pupils' current learning, though it should also take account of standards and expectations within the core subjects relevant to the year group.
- Positive feedback should form the basis of any marking and will be signposted by a tick for each identified achievement (✓); any subsequent next steps, or corrections, will be signposted with an arrow (→).
- From Year Two, pupils should respond to next step and correction feedback using purple pens.
- Any purple pen corrections or improvements by pupils will be addressed by the teacher, for example, spelling and calculation corrections.
- The school marking code (see appendix 1) should be used when appropriate, including the use of *Verbal Feedback (VF)*
- Teacher discretion will be used to ensure the depth and style of marking is appropriate to the task; therefore, teachers may choose not to mark every mistake.
- The learning objective of the lesson will be made clear through the use of success criteria. This will guide pupils within lessons and should therefore be the focus for self and peer-assessment, as well as subsequent teacher feedback.
- Regular opportunities will be provided for pupils to reflect on their learning enabling them to develop a better understanding of their learning journey.
- At the end of every lesson, pupils should use the school's marking code to identify the level of support they received for that piece of work.
- The school will provide green pens for teachers to mark work.

### **For Pupils**

The following procedures should be enabled by teachers to ensure consistency in pupil reflection across the school.

- The school will provide purple pens for pupils to self-assess, reflect upon learning, and edit their work.
- Pupils should reflect upon success criteria and/or learning objectives.
- Using the symbols outlined in the 'Independence' section of the school marking code, pupils should identify levels of support for that session's task.
- When editing their work, pupils should use the symbols from the school marking code appropriate to their age.
- Any corrections should be completed in purple pen in all subjects from Year Two upwards.

### **English Guidance for Extended Writing**

- Pupils need be given opportunities to redraft their writing to improve composition. This should be enabled through them writing on alternate pages so that there is space on the opposite page to rewrite a section of their writing.
- To focus pupils' efforts when redrafting, a yellow box should be used by the teacher to identify which section or paragraph requires redrafting. This should be supported by a teacher comment suggesting the purpose for redrafting linked to ARE, e.g. consider your use of pronouns, redraft for cohesion etc
- To provide teachers with sufficient independent evidence to make writing judgements, mistakes in spelling may not always be identified or corrected to ensure pupils are proof-reading effectively.
- Appendix 2 provides suggestions for focus marking.

### **Mathematics Guidance**

- All calculations will be marked with a tick (✓) or a dot (•) and followed up with teacher feedback at the end of the piece of work.
- Use of mathematical vocabulary should be corrected for spelling, as well as ensuring that general spelling is addressed in-line with age-related expectations.
- Where corrections are necessary in mathematics, calculations should be rewritten in purple pen next to the error (where possible).

### **Presentation Expectations**

- Written work will have the date in words on the right-hand side of the page. The numeric date is used for mathematics. The date should be underlined.
- The learning objective (L.O: ) will be on the next line, also underlined.
- High expectations of presentation should be upheld for all pupils and poor presentation should be addressed in verbal and/or written feedback.
- Rubbers should not be used. Pupils are expected to cross out any errors with a single line. Corrections should be written next to, or above, the error.
- Where age-appropriate, within mathematics' books, pupils should record one digit per square.
- By the end of Year Three all pupils should be writing in pen, having achieved their Pen License during that year.
- Correction fluid and ink erasers must not be used by pupils or staff.

### **Review of Policy**

This policy will reviewed every three years

**Reviewed and Rewritten:** Spring 2018

**Review:** Spring 2021

**Brought to the Governors:** Summer 2018

**APPENDIX 1**

**NORTH HEATH CP SCHOOL MARKING CODE**

**This code is introduced to pupils at their appropriate level, depending on their age/ability. It should be used by teachers to mark the work and pupils to edit their work. Depending on the level of independence expected, different codes should be selected.**

**INDEPENDENCE CODE for pupils:**

- U** Unaided
- I** Independent (self-initiated)
- TT** Supported by the Teacher (can be as a group)
- CA** Supported by Classroom Assistant (can be as a group)

**MARKING CODE**

- ⊙** Missed full stop
- P** Missed or incorrect punctuation
- C** Missed or incorrect capital letter
- sp** Spelling mistake, can be used with a wobbly line
- gr** Grammatical error
- ?** Check for sense
- ∧** Missed out word/phrase
- //** New paragraph needed

**FEEDBACK CODE**

- ✓** Positive feedback
- Next steps or corrections
- Look again at the calculation
- VF** Verbal feedback given during lesson

Yellow box marking can be used to identify the section of writing that should be redrafted by the pupil.

## **EYFS Areas of Learning Code**

**PSED** Personal, Social and Emotional Development

**PD** Physical Development

**CL** Communication and Language

**L** Literacy

**M** Mathematics

**UW** Understanding the World

**EAD** Expressive Arts and Design

## **APPENDIX 2**

### **Focus marking - strategies that could be used:**

- The number of error free sentences. As soon as a spelling, punctuation or grammatical error in a sentence is found it is counted as 'flawed'. The marker moves on to check the next sentence.
- The total number of errors in one particular sentence. One sentence (e.g. the fifth one) is marked rigorously. Pupils are told that this piece of work will be marked in this way but are not told which sentence it will be. This focuses pupils' accuracy.
- The number of errors in one particular paragraph. Again the idea is to select one paragraph (e.g. the second one) and mark it rigorously. Pupils are told that this piece of work will be marked in this way but are not told which paragraph it will be.
- The number of words that pupils write before they make their first mistake. Pupils are told that this piece of work will be marked in this way.
- The number of words that pupils write before they make (say, for example) five mistakes. Pupils are told that this piece of work will be marked in this way.