

WHITNASH PRIMARY SCHOOL

'Learning, growing and succeeding together'

MARKING POLICY STATEMENT



Marking Policy Statement

Aims

At Whitnash Primary School, marking is seen as an essential part of the learning process. It has been agreed by all staff that marking will:

- Be focused upon the learning aims / objectives / intentions of the lesson;
- Provide constructive feedback which helps the children to understand what they have achieved and what they need to do next to improve;
- Focus teachers on those areas of learning where groups and individual children need specific help;
- Be consistent and based on evidence;
- Recognise, encourage and reward children's effort and progress thus helping to boost their self-confidence;
- Provide a record of children's progress;
- Be an important way of informing children and parents of expectations regarding the content and presentation of work;

Whole School Marking Procedures

Teachers will:

- Set clear lesson objectives that are communicated and understood by the children and attune their marking to suit these objectives;
- Use their professional judgement to match their marking to each child's ability;
- Encourage children to check their own work before marking;
- Undertake marking as soon as possible after the completion of work and, where appropriate and practicable, involve the children;
- Reflect the positive within the marking and also include areas for development. This will be indicated to the child using highlighters as follows:
 - **Green highlighter** – used to indicate the child has achieved the learning objective by highlighting the main learning intention written by the child at the top of their work, and by highlighting the main aspects of the child's work that meet the lesson objective / Success Criteria.
 - **Blue highlighter** – used to indicate the child's areas for improvement and their next steps.
 - **Pink highlighter** – used to identify spelling errors for the child to correct.
 - Foundation Stage use smiley faces to reflect positive feedback.

Highlighting children's work in this way helps to ensure that marking is developmental.

Developmental Marking:

Teachers at Whitnash use developmental marking to show children how they can improve.

Developmental marking involves:

- Using a variety of formative marking strategies, encouraging children to reflect on their learning.

WHITNASH PRIMARY SCHOOL

'Learning, growing and succeeding together'

- Giving children opportunities to become aware of and reflect on their learning needs.
- Providing clear strategies for improvement.
- Allowing specific 'Fix it' time for children to read, reflect and respond to marking.
- Respond to individual needs, marking face-to-face, providing time for the child to reflect with the teacher on marking in Assertive Mentoring session and by marking at a distance using the school's clear marking guidance.
- Making marking accessible to all children.
- Marking being seen by children as positive in improving their learning.

To further promote a developmental approach to marking and feedback, teachers will:

- Encourage children to self-assess their own work by modelling specific techniques.
- Encourage children to peer assess where appropriate.
- Provide children with typed 'Remember to' (Success Criteria) as checklists to enable self and peer assessment to be evident in pupil books.
- Checklists are provided for each lesson, stuck into books, and children and teacher uses a dot, dash or tick to record how well children have achieved the 'Remember to' checklist.
- Actively encourage children to read any comments made on their work and to act upon the statements that are made. This will differ slightly between the Key Stages:

Key Stage 1

In Year 1 and 2 it will be the more able children who will be expected to make a written response to marking. All other children in Year 1 and 2 will utilise the '**traffic light system**'. They will be expected to indicate how they feel about their learning by making a choice of which coloured spot to add to their own work, as follows:

- **Green** – used to indicate that they feel successful about their work relating to the learning intention/Success Criteria.
- **Orange/Yellow** – used to indicate that they feel they have begun to grasp the learning intention but feel they have some areas for further development with it.
- **Red** – used to indicate they did not understand the learning objective and/or did not meet the Success Criteria.
- Children in KS1 will also be provided with verbal feedback for them to respond to within a lesson.
- Where 'Verbal Feedback' is used this will be indicated by '**VF**' and teachers will write a key word/area of focus in brackets to show that this area has been addressed with the child;
- Verbal Feedback given within a lesson should also be highlighted in this way and children will be expected to respond to that feedback throughout the rest of the piece of work within the lesson

Key Stage 2

- The majority of children will be expected to read comments made on their work and to act upon the statements made during 'Fix-it Time'.
- Children should respond to the teachers marking and comments in 'Green Pen'.
- In some cases where children have a Special Educational Need that prevents them from making a 'green pen' response, then Verbal Feedback will be provided throughout the lesson and the 'traffic light system' will be encouraged as in KS1.
- Children in KS2 may also be provided with verbal feedback for them to respond to within a lesson.

WHITNASH PRIMARY SCHOOL

'Learning, growing and succeeding together'

- Where 'Verbal Feedback' is used this will be indicated by 'VF' and teachers will write a key word/area of focus in brackets to show that this area has been addressed with the child;
- Verbal Feedback given within a lesson should also be highlighted in this way and children will be expected to respond to that feedback throughout the rest of the piece of work within the lesson

Teachers will also:

- Ensure that all written comments reflect the school's handwriting scheme;
- Ensure that when marking written work and in particular the spelling within any written work, they select for correction (using pink highlighter) the most important words (or key vocabulary), choosing essentially words the children know, should know, or which the marker feels the children need to learn;
- When appropriate comment upon letter/number formation, handwriting and general presentation;
- Stickers and stamps to be used to promote positive feedback.
- Mark all written work used for displays in accordance with this policy.
- Ensure that a marking checklist is on display in each classroom.

Marking Symbols:

The approach and use of marking symbols differs between Key Stages to ensure marking is age appropriate and accessible for all children.

Key Stage 1:

Written work / English

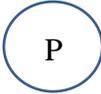
- Children's written work in KS1 and Reception is marked with highlighters as indicated above and through the use a range of stampers. These stampers act as a visual prompt to the child and help them to understand specifically the positive feedback given and/or their next steps for learning indicated through the highlighting.
- In KS1 and Reception these symbols are shared with the children and are displayed in their books and in the classroom.

Target Stamps for Key Stage 1



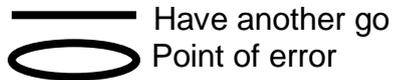
WHITNASH PRIMARY SCHOOL

'Learning, growing and succeeding together'

- Neat writing and neat presentation is indicated to a child using  or P*
- Unsatisfactory presentation is indicated with 

Mathematics

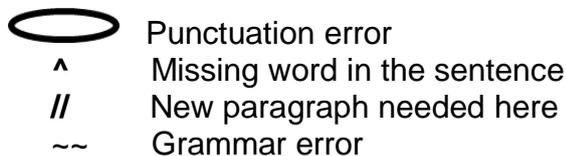
In Maths in Key Stage 1 and Reception the following symbols are used alongside the highlighters explained above.



Key Stage 2

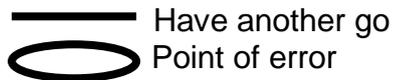
Written work / English

Children's written work in KS2 is marked with highlighters as indicated above and also supported through the use of a range of symbols.



Mathematics

In Maths in Key Stage 2 the following symbols are used alongside the highlighters explained above.



Presentation at KS2

In order to support children's understanding of the standards required for presentation, the following symbols are used:

-  Neat work
- P* Stunning presentation
-  Unsatisfactory presentation

Spellings

Children are encouraged to correct their own spellings during a lesson using the common word and phonic resources in class for support them. These include the Phoneme/grapheme posters from the school's phonics scheme (Read, Write Inc) in every classroom.

During marking teachers will actively encourage the development of children's editing skills as they move through the school.

During marking, teachers will identify up to 5 spelling errors on a page for **children to copy out in their books:**

- For Year 1 children, and for children who experience difficulties with learning, spelling errors will be clearly underlined by the teacher with a **pink highlighter**. For the majority of children, or as soon as a child can manage (from Year 2), teachers will

WHITNASH PRIMARY SCHOOL

'Learning, growing and succeeding together'

highlight the line in the margin where a spelling error has occurred with a **pink dot** and encourage children to locate the error and self-correct.

- Children will be provided with 'Fix-it Time' at the beginning of lesson, or where appropriate in the school day, to complete their spelling practice or other responses to marking. Children will respond in 'Green Pen'.
- Where appropriate a child's spelling errors will be added to the children's individual class '**Spelling Journal**'. The use of this journal will actively encouraged in class to ensure that errors are not repeated in future lessons.

In addition,

- ✓ teachers will complete a '**Spelling Grid**' when marking to note commonalities in spelling errors. This information is used to support lesson planning and the setting of weekly spellings.
- ✓ all children in class will be encouraged to use a spelling '**Have a Go!** board. Children will be encouraged to use these boards to test out the correct spelling of a word, to support them in selecting the one that 'looks right' to use in their written work.
- ✓ once or twice every half term, children generate their own spelling list from their words collected in their 'Spelling Journals' for their Home Spellings and for **Paired Spellings/Peer testing**.
- ✓ children will be encouraged to use **Look, Say, Cover, Write, Check** as a method for individual practise of their own spelling errors.
- ✓ 10 spelling per week will be regularly set for '**Home Spellings**' and will be quizzed weekly in class. These spellings will be a mixture of common errors, common exception words and common/age appropriate spelling patterns.

Class Teachers / Regular PPA Staff

- Class Teachers and regular PPA staff will mark children's work in **purple pen**;
- Best practice is to mark approx. 60% of a given child's work in an given week **with a positive and developmental comment** which aims to move the child forward in their learning; (remembering in years 2-6 that children are expected to record in 4 out of 5 lessons per week)
- Other curriculum areas will be marked with a balance of simple feedback (e.g. very good, a stamp or sticker) and some developmental comments. Each child's exercise book should demonstrate a range of these comments.
- Some marking/comments in all subjects may be presented using a typed format or a sticker. This will ensure that marking is more manageable for teachers, whilst ensuring the children's needs are still fully met.
- All class teachers will focus on children responding to developmental marking so that it is effective and followed through.

Teaching Assistants

- As a general rule, Teaching Assistants should not be the primary markers of children's work over time. That is to say, if TAs occasionally mark a given child's work, that is good, but this should not be routine for individual children or groups of children.
- Children are given a great deal of verbal feedback about their learning in Phonics and in other small group sessions. Teaching Assistants should use the 'VF' Verbal Feedback marking method where they deem appropriate.

WHITNASH PRIMARY SCHOOL

'Learning, growing and succeeding together'

- In all subjects Teaching Assistants will provide verbal feedback the teacher about the children's attainment within a lesson to assist the teacher's marking of the child's work.

Higher Level Teaching Assistants

- HLTA's will mark children's work in purple pen when teaching in the absence of the teacher.
- They should mark in accordance with all guidelines contained in this policy.

Supply Teachers

- Supply teachers will mark children's work in **black pen**;
- Supply teachers will be expected to mark all of the work completed during the sessions taught.
- Supply teachers will only be expected to make brief comments on children's work (e.g. very good, you have completed a lot of work today).
- In the case of a supply teacher who has not fulfilled these requirements, the class teacher should report this to the Head Teacher.

Student Teachers

- Students will mark in **purple pen**;
- They should mark in accordance with all guidelines contained in this policy.
- They should indicate lessons they have delivered and their marking with their own initials.

Date: April 2020

Review date: April 2022