Leftwich Community Primary School

Policy for Marking

Rationale:

The purpose of marking and feedback is to impact on pupils' learning, progress and achievement. It enables teachers to assess pupils' current attainment so that next steps can be planned from what children can do already. It enables children to reflect on, develop and improve their work.

Feedback may be oral or written. It can be to an individual, group or the whole class.

At Leftwich we believe that the acknowledgment of effort is more important than outcomes for children. Therefore, any oral, written or symbolic praise is linked to the effort the child has put in, not the end product or 'standard'. Children of all abilities need to receive both praise and challenge as appropriate for their work.

Marking and feedback should be considerate of teachers' workload and priorities; it is more important that teachers plan and prepare interesting lessons based on what children can do, than spend time writing thirty very similar comments.

Research shows that children rarely read or respond to comments, even when prompted to do so. Teachers will often use symbols rather than writing lengthy comments. Where comments are written they are short, purposeful and impact on pupils' understanding and progress.

Teachers use their professional judgement to consider the primary purpose of their marking:
- A quick mark, usually symbolic, gives children immediate feedback and informs the teachers' planning so securing progress across lessons;
- Analytical, deeper marking, provides children with feedback that clearly identifies successes (what worked well) and challenges pupils to think more deeply and improve their work in the next lesson (even better if)

Not all work will need to be marked, although younger and lower attaining children will appreciate more timely and regular feedback and acknowledgement of their efforts. This is usually achieved through verbal feedback during lessons. Teachers use their professional judgement as to the impact formal marking will have for children's progress or their planning.

Guidelines

Suggestions for increasing pupils' reflection time on their learning:

Instead of	The teacher…	The pupil
Writing detailed comments for all children	Uses symbols to identify errors or improvements	Uses the symbols to independently identify error and correct or improve their work
Marking each book for individual children for the learning objective	Asks peers to read the work and identify errors and strengths	Marks peer's work for specific criteria and shares feedback
Marking each and every misconception	Uses a symbol e.g. CL (capital letter)	Finds all the incidents of error and corrects with greater independence
Writing well done you have…	Puts a purple tick next to the best parts of the pupil's work or next to the objective/ success criteria in the toolkit	Acknowledges their success during review time and ensures they continue to use and apply the skill.
Writing the same explanation, or placing the same symbols, on every piece when misconceptions and mistakes are common amongst all pupils	Goes over the common misconceptions in class	Corrects their own errors

- Marking should focus on the learning objectives.
- Feedback must be clear and written in a way that the child can understand, respond to and utilise in their work in the future.
- For feedback to be purposeful and impact on children's learning it is best done during, or as soon as possible after, the completion of the work and alongside the child. This might be acknowledged with VF (verbal feedback) or TS (teacher support), but not always.
- Teachers use 'intervention books' to make a note of pupils who require additional adult input. This additional help will then be given either during review time or during the next lesson as appropriate.
- When misconceptions or comments have been addressed with a child, this must be acknowledged with the date and initial of the teacher above the original comment.
- Marking and feedback should note children's achievement, identifying misconceptions and expectations for subsequent work.
- Written comments should be in handwriting that children can read and provide a legible model of the good handwriting we expect from children.
- When work is unfinished or insufficient, completion is encouraged. Children may be expected to complete their work in their free time if this was a result of poor learning behaviour and effort.
- Children might be asked to use the traffic light system to indicate how well they feel they have achieved at the end of an activity or piece of work.

- Children need time to look at feedback given and, when appropriate, use it to improve their work – review time. Children should use the blank pages/ right hand side of a page to correct work or address misconceptions, using alternative colours when suitable.
- The marking of non-core subjects is important if children are to make good progress, achieve well and value the breadth of education they receive. Teachers may use post-it notes instead of marking the children's actual work if marking would affect the quality of presentation.
- Subject leaders will monitor the impact of marking on progress for their subjects through book scrutiny at least termly in core subjects and mostly annually for the foundation subjects where recorded work is a significant element.
- Subject leaders for English, Maths and Science will look at a range of books, including topic books, to ensure cross curricular links are made and pupils have plenty of opportunities to use and apply their key skills across the curriculum.
- In all subjects, the purple and green marking system should be used when appropriate from Year 1 to Year 6. This system can be used to write short comments, highlight parts of pupils' work or to place symbols next to success criteria or learning toolkits.
- 'Deeper marking' requires the teacher to spend a longer period of time assessing a piece of work and does not refer to the length of comment written.

Specific Notes on Phases

Early Years Foundation Stage (Reception)

Most feedback is oral. Adults scribe underneath for children providing an accurate model of words, numbers, sentences etc. Teachers use 'CI' to indicate when work is child initiated. Errors are discussed and, where and when appropriate, children correct their work.

Key Stage 1
- Verbal feedback (VF) is most commonly used until the 'Purple and Green' marking scheme is introduced as appropriate (please see transition document).
- Teachers will use the agreed symbols as and when appropriate.
- On occasions children will mark their own work and be encouraged to evaluate what they have learned.
- The following codes are also regularly used:
  GW   Group work
  I   Independent work
  AS   Adult support

Key Stage 2
English

- Children will work on the lined pages, while teachers' feedback will be written on the opposite blank page.
- The following symbols may be used to denote certain errors to be corrected by children:
  spelling error: the error (part of the word) is highlighted.
                            Teacher/TA corrects on the blank page with sp, or
                            the child corrects the error themselves
  punctuation error: replace/ put circle around error
  grammatical error: replace/ put circle around error
  incorrect word choice: put a wiggly line underneath
  new paragraph: //

- Purple pen or highlighter will be used to indicate where a pupil has succeeded and green pen or highlighter will be used to indicate to the child an area for improvement (green for growth).

- For longer pieces of writing children should use a 'Writer's toolkit' which explains the specific skills the children should be using. The toolkits must be differentiated and allow both teacher and child the opportunity to mark the piece of work. Such 'toolkits' should also be used for longer pieces in other subjects, although the child does not need to mark their own work in this setting.

Maths

- Daily/ weekly objectives should always be made clear to the children through the use of LO (Learning Objective) on the board.
- Next steps should be given where necessary; in order to stretch a child's understanding or moving them to a greater depth of understanding.
- Methods or strategies for working out should be modelled by the teacher/TA, with one digit being placing in each box.
- Time should be given for the children to correct work or 'have another go'. Children should make corrections on the right hand side of the page. The teacher/ TA should date and initial a piece of work when misconceptions have been addressed verbally.
- If a child makes a mistake, but it is not necessary for them to make alterations, a simple dot should be placed.

All subjects

- The following codes are also regularly used:
  GS   Group Support
  I   Independent
  P   Paired Work
  TA   Teacher/ TA assisted
- Throughout all subjects children should have the opportunity to work in a variety of pairings and groupings, as well as individually.
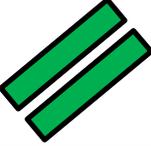
Equal Opportunities

In applying these principles, we will maintain a consistency throughout school that will support all children in their learning by focusing explicitly on what children 'can do' and identifying 'next steps' for their continued progress and improvement. The purpose of marking is for the child to understand it easily and be able to assimilate and learn from the feedback. When marking, teachers will use their judgement of the child's understanding and ability as well as their age.

English Marking Scheme Year 1 – 6
These are examples of symbols used where appropriate

Comments in purple - Well one. You have achieved this

Comments in green - You need to practice or edit this work
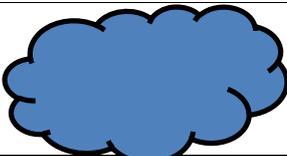
Symbol	Meaning
⟶	Next Steps
(cloud)	You need to write your response here
^	Insert a word or phrase
//	Insert a paragraph
○	Punctuation missing
▬	Practise the spelling/use a dictionary to find the correct spelling
✳	To encourage pupils to focus on a particular part of their work
VF	Verbal feedback given

Policy agreed: October 2017   C. Harrison

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