



Atherton Sacred Heart RC Primary School

Marking Policy

Aims

We aim to

- Mark work in a positive manner which reflects the ethos of the school.
- Mark written work regularly and consistently in ways which highlight the strengths of the child, using a format that is understood by children and parents and that provides appropriate next steps for learning.
- Monitor progress using AfL throughout the course of the lesson.
- Show pupils that we value their work and encourage them to do the same.
- Boost pupils' self esteem and aspirations, through use of praise and encouragement.
- Offer the pupils specific information on the extent to which they have met the lesson objectives (WALTs) and the individual targets (WILFs) that have been set for them.
- Assess the pupil's level of understanding and correct any misconceptions.
- Share expectations.

Guidance

- All work is to be marked.
- Marking may be done by the teacher, by the TA or the pupils may mark their own work.
- Any work marked by pupils must be checked and any misconceptions addressed by the teacher.
- The following code should be used
 - **TG** - Guided work must be reviewed with the children and marked TG and V – indicating verbal feedback.
 - Record any relevant keywords or phrases shared with the children in the margin.
 - **TA** - TA supported work should be reviewed with the children and marked with TA's initials and V – indicating verbal feedback).
 - All work supported by the TA should have at least green ticks or dots.
 - Again any relevant keywords or phrases shared with the children **could** be recorded in the margin.
 - **I** – Independent.
 - **One group per session should be subject to focussed marking.**
 - It should be marked with I and then the marking colour code used. (see colour code guidance in subject sections). (See check and correct section of policy).
- Feedback should be positive and constructive, identifying a positive aspect of the work and progress towards the learning, the next steps and setting future learning targets.
- It is essential that children are aware of the success criteria /WILF at the beginning of the activity.
- All marking to be done in green pen.
- There should be high expectations of handwriting and presentation across all curriculum areas. (See handwriting and presentation section of the policy).

ENGLIS H

Extended Writing Books

Marking of Extended Writing

This should be marked using the extended writing colour code as follows

Extended writing 'smiley face' sheet to be used. (Copy in English File on Buffalo)

Yellow – indicates a strength relating to the text type or genre. Examples of the progress towards the genre should be highlighted within the text using a yellow highlighter.

Orange – indicates progress directly related to a green target that has been given from the previous weeks piece of writing. Highlight specific examples of progress towards the green target in orange and then set a new green next step.

If there is no evidence of progress towards the green target then do not use orange. This green target will then be given again but will need to be broken down into simpler more achievable steps.

Green – indicates next steps and future learning target towards the WILF and **must be skills based**. Using a green pen offer a few examples of how children could achieve the next step, within the text where appropriate, or underneath the smiley face sheet.

A next step will then inform the following week's flexible group WILFs and planning for subsequent skills based and writing activities.

A double tick option can be used to draw attention to anything that was particularly well used.

Comment on handwriting and presentation using the stars on the 'smiley face' sheet. Handwriting targets have to be additional to the skills based targets.

Underline approximately 3 or 4 key words that children should be capable of spelling for their ability. Write the correct spelling underneath with 3 dots so that children can practice these again.

English Books

Genre Based Writing.

The relevant success criteria for the genre (longer term targets) is to be placed into books before any work is started.

WALTs should relate to the genre but also include a specific skill WILF based on the green target.

E.g. Write a narrative with a shift in time and use connectives such as however, although.

In key stage 2, genre based writing should be marked using yellow spots and a yellow highlighter.

Progress towards the features of the genre should be indicated by 2 yellow spots with appropriate comments. Specific features should be highlighted within the text in yellow.

Comments must relate more to the WALT which is based on the text type or genre.

Next steps should be **genre based** and will be indicated by a yellow light bulb.

Orange or green should be 'light touch' in genre based writing and should only indicate progress towards the skill with an orange or green spot next to the appropriate WILF based on the current green target.

Skills Based Activities.

These are activities specifically planned to address specific skills in writing such as developing vocabulary, sentence structure and punctuation etc. (See green next steps and targets for learning from extended writing).

WILFs must specifically relate to the green target skills to be developed. (Immediate targets).

Orange – Use an orange spot to indicate progress directly related to the WILF.

Comment can be briefly made at the side of the orange spot e.g. confident work, well done you used capital letters etc.

If there is no evidence of progress towards the WILF target then do not use orange.

Use a green spot and offer a next step, break down the target into simpler more achievable steps.

If child has achieved and been awarded an orange spot, give a new green next steps or target for learning.

Up Levelling of Work.

When appropriate, within the teaching phase, children should be given opportunities to up level writing for display or samples of writing to further develop their writing ability.

After an extended writing piece children should respond to teacher feedback (marking) in the following flexible group/ skills based lesson. The WILFs should help them develop their skills as appropriate. This skills development can then be applied by redrafting the now edited work in the next writing session.

Any writing to be redrafted or published should be edited, following the teacher editing code, this should draw attention to errors at the level at which the pupils are working (refer to level expectations for guidance).

Where editing is formative, the process needs to be guided.

Where a writer is technically very good and there are only a few apparent edits for skills then there is should be more emphasis on text level improvements or light bulbs.

Redrafting is not just copying out work again, merely correcting spelling errors and punctuation. It must have a clear learning focus.

Editing Code Literacy

This is age / level appropriate. Some main codes should be common to the whole school:

sp..... spelling
underline the word that has been spelt incorrectly.

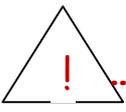
p..... check punctuation
indicate with small boxes where punctuation is missing or incorrect
e.g. confused lower/upper case, missing full stops, missing commas etc.

g..... grammar/ sense of sentence

 **..... dialogue**

//..... new line or paragraph

w..... better word/ vocabulary

 **..... non negotiable**

draw attention to any errors in skills that should not be occurring at the level the child is working at
e.g. fs and cl at level 3 etc.

MATH **S**

WILFs must specifically relate to the maths learning and outcomes.

Orange – Use an orange spot to indicate progress directly related to the WILF.
Comment can be briefly made at the side of the orange spot e.g. confident work, well done you remembered to use success criteria.

If there is no evidence of progress towards the WILF target then do not use orange.
Use a green spot and offer a next step, break down the target into simpler more achievable steps.

If child has achieved and been awarded an orange spot, give a new green next steps or target for learning.

All correct answers must be ticked using green pen by the supporting adult.

Stickers, stamps can be used in addition to above as additional incentives.

Comment on presentation as and when appropriate.

Marking in Other Curriculum Areas

In other curriculum areas work should be marked based on children's achievements towards a focussed WILF.

Children should be made aware of the learning and success criteria.

Use the orange and green colour code for feedback.

One focussed marking group per session with all other children's work ticked and spotted.

Marking moderation staff meetings will take place once per term where staff can share good practice.

AfL

Assessment for learning should be **ongoing throughout** the lesson (not left to the end of the lesson).

Mini plenaries should take account of children's learning and understanding of expectations.

They should be at appropriate times so as not to hinder learning.

- Questioning
- Observation of work
- Children feeding back
- Mark as you monitor
- Working walls

e.g. Maths

If children have got 5/6 calculation/problems correct, then it's time to move on. Set a challenge or a problem.

If children are getting all incorrect, then simplify or intervene with further reinforcement.

e.g. English

Draw children's attention back to their WILF or non negotiables.

Intervene with further reinforcement.

RAR /Check and Correct

At the beginning of each lesson allow time for the **focus marking group** from previous session to address one or two examples. (Ensure **all groups** have focussed marked work at least once per week).

Other children are still able to take part in team challenge.

Presentation

A high standard of presentation is expected across **all subjects in the curriculum**.

REMEMBER DUMTUMS (ensure all the children are able to remember this)

Date Underline Miss a line (Title)/Wilf Underline Miss a line Start

KS1 - WALT/WILF can be typed, or written by the child as appropriate.

KS2 – WALT/WILF should be written by the child and **all** underlined with a ruler.

Mistakes should be crossed out using one line **drawn with a ruler**.

School handwriting policy should be followed by **all** staff and children at **all** times.

English

Date should be written in words
e.g. Monday 12th September 2013.

School handwriting policy should be followed by **all** staff and children at **all** times.

All work to be done in yellow books.

Maths

Date should be underlined and have the day written and date in figures
e.g. Monday 12. 9.13

One square should be used for each digit.

All digits should be placed underneath each other in correct columns to aid calculations.

A line should be left blank between each new calculation.

A ruler should be used for all tables and underlining.

All number work should be carried out in squared book and any shape, space and measures work in plain books.

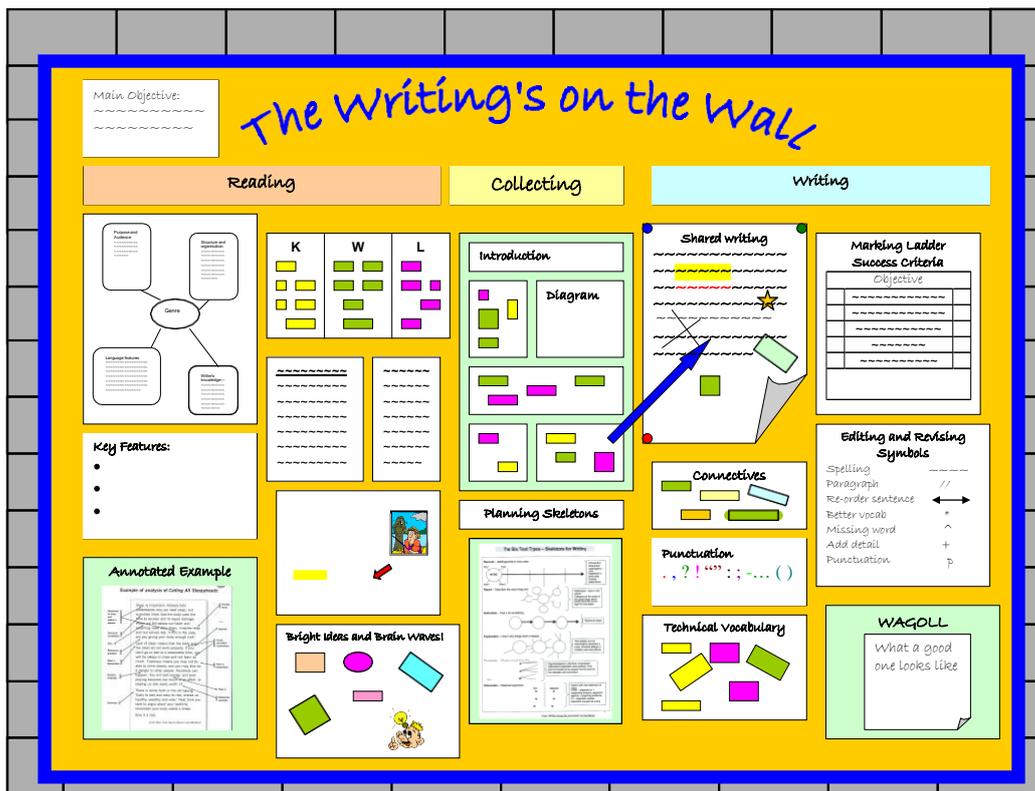
WORKING WALL

Each class should have a Mathematics and English Working Wall.

The purpose of the Working Wall is to support the children's independent learning. It evolves as a unit of work unfolds.

The Working Wall is not intended to be a tidy display of finished work.

The wall represents a workshop approach where the 'tools of the trade' are accessible and added to as the process develops.



Updated: September 2017

Next review: September 2019