

Sacred Heart Hindsford R.C. Primary School

Marking Policy



Policy written by S. Johnson – English Subject Leader
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Accepted by Governors: *J. Carter* signed (chair)
J. McDermott signed (Head)

Shared with staff: date: February 2019

By living out our Catholic faith

TOGETHER
we ENCOURAGE
and ACHIEVE

"I have called you by name"

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 (WALT's) and the individual targets (WILF's) 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 carried out by adults to be done in green pen. (see English section of the policy with regards to children editing and redrafting.)
- There should be high expectations of handwriting and presentation across all curriculum areas. (See Handwriting and Presentation section of the policy)

ENGLISH

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 Literacy File on Teacher's Server)

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 week's 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 weeks flexible group WILF's 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.

Ensure non negotiables are identified using the appropriate symbol i.e. skills that children **must** use as they are previous year group expectations.

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.

WALT's should relate to the genre but also include a specific skill based WILF based on 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 a yellow spot with appropriate comments. Specific features should be highlighted within the text in yellow.

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

Next steps should be **towards the text type** and will be indicated by a yellow light bulb.

Orange or green should be 'light touch' within 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.

Small Purple SpaG Book

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).

WILF's 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 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 code, this should draw attention to errors at the level at which the pupils are working (refer to end of year expectations for guidance).

Children are encouraged to edit their own work as appropriate (refer to end of year expectations for guidance). Children **use pink pens** to edit work.

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 should be more emphasis on genre improvements.

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 circles where punctuation is missing or incorrect e.g.confused lower/upper case, missing full stops, missing commas etc.

g..... grammar/ sense of sentence
indicate by underlining with a wiggly line.

..... **dialogue**

//..... new line or paragraph

w..... better word/ vocabulary

..... **non negotiable**
draw attention to any errors in skills that children **must** use as they are previous year group expectations. e.g. fs and cl at Year 1.

MATHEMATICS

Responses and feedback to work in Maths need to be a combination of both written and verbal comments on how children can progress.

There should be a combination of 3 types of feedback

- **Immediate feedback – at the point of teaching**
- Summary feedback – at the end of a lesson/task
- Review feedback – away from the point of teaching (including written comments)

Immediate feedback – at the point of teaching

Wherever possible, in lessons, marking and feedback should involve the child directly. Comments should be appropriate to the age and understanding of the child and they must be able to respond to the comments made and be given time to do so.

- Ongoing AfL throughout the lesson will allow teachers to provide immediate feedback in class. Verbal feedback and “over the shoulder” marking will take place as often as possible
- Correct work should be ticked (it is not necessary to individually tick every single question, a broad tick to signify the above are correct is OK) and incorrect answers should be identified with a green dot.
- It may be necessary to highlight or indicate where the child has made the mistake.
- Children should ‘check and correct’ wherever there is green dot before moving on.
- If there are many errors and misconceptions, then Teacher or TA intervention is required and annotated as TGV or TAV.
- When an adult is working with a child, any annotations they make should be done in green pen.
- All work must be annotated with sticker and adult initials as acknowledgement that it has been checked.
- Peer marking can also be employed, as long as the results are checked by the class teacher or TA and again annotated with a sticker.

Summary feedback – Plenary

- Could involve whole groups or whole class evaluating the outcome of the lesson.
i.e. Self/peer assessment techniques.
- Addressing misconceptions.

At the end of each lesson books will show

- Level of adult support – TG, TAG, I
- Resources code
- Orange or green spot against the WILF.

Review feedback – away from the point of teaching (including written comments)

More detailed written feedback should be recorded once per week for each child.

Focus:

- Misconception that the child has, where the teacher may need to model the correct method;
- A question or problem to consolidate understanding;
- A more challenging question or problem to move them on.

Provide further AfL and evidence for

- Immediate intervention.
- Gaps in learning.
- Deeper learning tasks.

It is not necessary to record 'Next Steps or NS for every piece of marking.

By sorting books when marking into groups for the next day, based on the day's learning, teachers are effectively considering the children's next steps.

MATHS MARKING CODE

Teachers mark using a green pen.

TGV - Teacher guided with verbal feedback.

TAV - Teaching assistant guided with verbal feedback.

S - Support

I - Independent

A sticker and initials indicates it has been checked.

CC - Check and correct.

WILF - Orange dot (met)

Green dot (more work needed)

Marking in Foundation Subjects

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

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

Use the orange and green colour code for feedback.

Presentation

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

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

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

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

Literacy

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

Date should be underlined and in words

e.g. Monday 10th September 2018.

DUMWUMS

Maths

Date should be underlined and have the day written and the figures
e.g. Monday 10. 09.18

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.

Handwriting Policy

Pens in Year 2 and 3 – bic
Moderation as staff meetings

Policy written by S.Johnson and L. Delargy – English Leader, Maths Leader

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