

Marking Policy - Updated October 2021

Feedback is important to help pupils to improve and further their learning.

Effective feedback should:

- Redirect or refocus to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes
- Alert the teacher to misconceptions so they can be addressed

The DFE states that marking should be:

meaningful, manageable and motivating!

Note: This marking should be applied across the curriculum areas.

Pen colours:

Staff will use **green pen** to mark children's work. Children use **grey pencil** for writing; however, when children become fluent writers they can be awarded with a **black handwriting pen** licence and use a pen to write with (KS2 children may choose to practise handwriting with black pen at the teacher's discretion if they are nearly ready for the licence). Where editing is required by the children, they will complete this in **blue handwriting pen**, or **blue pencil** if in Key Stage 1. This is at staff discretion and appropriate to the child and the task set. **Pink pen** can be used for important target setting in publishing books by the teacher in KS2 on cold write tasks.

Self and Peer marking / assessment:

Children use WILF grids for pre and post assessment where they will colour code (traffic light) their own assessment. This will allow the children to self-assess their own knowledge, be prepared for the unit ahead and let the teacher know less confident areas that they can incorporate into their future teaching.

Children will often give each other verbal feedback and share ideas within lesson. More formal peer assessments are completed on a post-it-note and stuck in children's books (KS2 only) with the peer markers name on it.



If a joint piece of writing is completed it will be copied for both/all books and names included.

Use of symbols and highlighting colours in marking:

Teachers should give a written positive before leaving a next step / correction arrow Smiley face can indicate that the Teacher is happy with the work.



KS2 highlighters:

Children use **yellow highlighters** to identify elements in their own work (for example interesting adjective or interesting phrases) and Teachers use **green highlighters** for 'good' examples of children's words/phrases/punctuation. Finally, **pink highlighters** are used by the Teacher for 'pink to think' improvement areas.

KS1 highlighters:

In KS1 teachers will use highlighters to highlight WALTs, and evidence of skills seen in work - colours may vary to which term the work was completed.

Where corrections or when editing is required in a piece of work, staff will indicate this to children by using an arrow in the book and a tab will be used to support the child remembering to go back and check / correct / edit. Time is given in the daily timetable for this to be completed. Use the arrow symbol to give advice or correct misunderstanding and misconceptions. Children should carry out reflections in blue pen/ pencil and tick the arrow to say it is completed. 'Tabs' are used to support children to remember / to indicate they need to look in their book for a reflection task that needs to be completed.



Some feedback is more appropriate to be given verbally and this can sometimes have more impact through a discussion with an individual child. In this instance the verbal feedback symbol will be used instead of in-depth marking. Verbal feedback is individual to each pupil.



When there has been a more general class discussion regarding the content of the lesson and/or answers are for example marked by the children, then a different symbol will be used - this is for KS2 only.



Stickers, stamps and other motivational awards are used by Teachers so that the children know when their work is correct and that the Teacher is pleased with their work. Star points are indicated in books for children to collect onto their star cards - this could be for effort or outstanding work.



The **I** symbol can be used for independent work by a child (when this needs to be indicated) and **T** for Teacher guided answers / support.

Support staff will initial and comment in books when they are working with a small group or 1-2-1. **TA**

SP in the margin means that a spelling error has been made and the word in the text should be underlined. The child should then be given time to correct this.

If a capital letter is wrong then it should be circled / or underlined and corrected. KS2 eg: the cat was mAd. or KS1: The cat was mad.

General grammar and corrections should be marked on the piece of writing or in the margin - unless the piece is to be used as 'independent' evidence - then a general comment can be written at the end.

In KS2 gold dots should be used when children complete independent work in any book across the curriculum for evidence of independent skills applied eg use of colon but not in a taught colon lesson.



Maths:

We use additional symbols in maths for both KS1 and KS2.

R is used to show good reasoning.

M is used to show a good method.

Children are also encouraged to self-assess at the end of math lessons by leaving a smile, straight or sad face.





Published work:

A Cold Task will be written straight into the Published Book. Marked with green highlights for good vocabulary, phrases and punctuation that is correct. There will be no ITAF marking but gold dots will be labelled in the margin to support the individual child's progress (*not all skills will be dotted*). There will be no 'in-depth' marking / correcting on the text itself; however, general individual targets should be written underneath for progression focus points.



First, a Hot Task will be drafted in a drafting book - this will not be marked, but children should have time for self-assessment with a small ITAF (stuck in) and be given time for peer marking which will be evidenced by a post-it-note.



The final published piece of work (Hot Task) will be marked with green highlights for good vocabulary, phrases and punctuation that is correct and evidence for the ITAF. This will then be cross referenced onto the ITAF. There will be no 'in-depth' marking / correcting on the text its self or targets at the bottom - missing elements on the ITAF become the next steps. This is shared with the children often and they are familiar with their own ITAF.



ITAFs are 'green lined' —— if the objective is not being looked for by the Teacher eg description is not needed in a Non-Fiction text. Ticked ✓ if the objective is seen and secure for the statement and pink highlighting is used if there was no evidence seen to a secure standard. If there is some evidence - some will be written in green.

Symbols used in marking:

	The teacher is happy with your work.
	There is a tab in my book - I have a reflection task do where there is an arrow. I will use blue pen.
	I have feedback from my teacher - I need to go and talk to them.
	We have discussed the work as a class together.
	I have worked independently.
	The Teacher has worked with me.
	I have worked with a Teaching assistant.
	I have a spelling mistake to correct.
	I have used a capital letter / lowercase letter incorrectly.
	I have shown good reasoning in maths.
	I have shown a good method or calculation in maths.