



MAT Policy updated:	2019	7.7.2021
Review Frequency:	Two years	Two years
Next review date:	2021	1.7.2023

1. Introduction

The aim of marking pupil's work is to improve the quality of teaching and learning in the classroom and to enable each of the children to achieve their full potential. Over time, feedback should support pupils to monitor and regulate their own learning. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.

2. Aims

- It informs the child and teacher of what has been achieved and what needs to happen next
- Recognise, encourage and reward children's effort and progress
- Focus on those areas of learning where groups or individuals require additional learning time
- Provide a record of children's progress and informs the teacher of learning needs, which can be incorporated into future planning
- Encourages further effort

3. Principles

3.1 Guidance for marking

It is important to note that styles of marking will vary from teacher to teacher and between Key Stages. While acknowledging these differences in style, the following guidelines will help to develop consistency between staff and across subjects.

In Key Stage One, marking of work and feedback on the learning objective will predominantly take place orally and through child speak written comments or the use of sticky labels. Distance marking is more likely to take place at Key Stage Two.

- Pink pen will be used to highlight successes
- Green pen will be used to indicate next steps, or development points
- Green Post-It notes will be used to address persistent errors—they will move through the child's book as a reminder as needed
- Pupils will edit and improve their work using purple polishing pen

Adults, other than the teacher, must initial their marking.

The marking of pupil's work is an important process and should be carried out with great care, ensuring written feedback models good presentation and focuses on the intended learning. Staff will prioritise the highlighting of errors related to misunderstandings, rather than careless mistakes when marking. Therefore, not

every spelling needs to be corrected, but persistent errors must be commented on and incorporated into the planning. Spellings appropriate to that child and year group should be focused upon.

3.2 Marking of general class work

- Where possible marking should be completed throughout the lesson to provide immediate feedback, which is the most beneficial form of marking.
- Marking should be carried out promptly, and commented on if appropriate.
- Comments on the children’s work should relate to the learning objective, or success criteria.
- Comments should be positive and recognise the child’s achievements.
- These comments can occasionally include a question linked to the learning objective, to develop and extend thinking.
- If the learning objective has not been achieved, then the next step should be given to address the misconception.
- If the learning objective has been achieved, where appropriate a next step should be given to move the learning forward.

3.3 Types of feedback

It is vital that teachers evaluate the work that pupils undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – ‘live marking’ at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement. As an academy, we place considerable emphasis on the provision of immediate feedback and understand that written marking is only one form of feedback.

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Gathering information and feeding back directly during teaching sessions, including during oral work, incidental writing, book work etc. • Takes place in lessons with individuals/small groups/whole class. • Often given verbally for immediate action. • Can be from any member of staff to provide support/further challenge. • May re-direct the focus of teaching or the task. • May or may not include annotations according to the marking symbols. 	<ul style="list-style-type: none"> • Lesson observations/learning walks. • Some evidence of annotations and use of the marking code.

Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity. • Often includes whole groups or classes. • Provides an opportunity for evaluation of learning in the lesson. • May take the form of self or peer assessment and can involve a success criteria. • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. 	<ul style="list-style-type: none"> • Lesson observations/learning walks. • Some evidence of self/peer assessment. • May be reflected in selected focus review feedback (marking).
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching. • May involve written comments/annotations for pupils to read/respond to. • Provides teachers with opportunities for assessment of understanding. • Leads to adaption of future lessons through planning, grouping or adaption of tasks. • May lead to targets being set for pupils' future attention, or immediate action. 	<ul style="list-style-type: none"> • Acknowledgement of work being completed and 'praise' comments to promote positive learning attitudes and pride. • Written comments and appropriate responses/ action/next steps. • Adapted planning/teaching sequences.

We appreciate that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).

3.4 Marking of first drafts

- Children should be encouraged to write as independently as possible at this stage. We advocate self-editing during the drafting process.
- We do not over correct drafted work, as this can be discouraging to a child. But in depth marks will take place to teach the child how to self and peer critique and identify opportunities to further develop work especially in writing.
- Make appropriate additions to the piece of writing and correct more obvious mistakes with spelling and grammar so that the piece can be understood.
- Children will be encouraged to edit and improve, not only at the end of a piece of writing, but throughout the writing process.

3.5 Specific marking for subject

Computing

Work produced through the use of technology will be marked in the same way as a written piece. Emphasis on the application of writing skills will be reminded.

Mathematics

- Incorrectly formed numbers/digits will be highlighted and modelled.
- Reversed numbers/digits will be highlighted and modelled once.
- In Reception, work will be corrected with the pupil and an applicable comment written at the bottom of the page. An opportunity will then be derived for an adult led activity to address the reversal.

Spelling

A spelling test is marked in line with a tick or a dot.

Commonly spelt words, will be corrected above or as near to the word as possible. Strategies to encourage the correct spelling of these words are left to the discretion of the teacher.

Handwriting Exercises

During handwriting sessions, opportunities for corrections will be identified and modelled; opportunities will be given for further practice.

All Other Subjects (Science, History, Geography, RE, D&T, Music, PHSE/RHE)

Key vocabulary given to the children, specific to the subject or topic, needs to be correctly spelt and copied. Some of these words must also be clearly displayed within the learning environment. A child's written ideas, labels, diagrams, maps or drawings which do not fully explain the concept or teaching points and show a lack of understanding, require a verbal or written comment to that effect.

3.6 Mid-lesson learning stops

The more immediate the feedback, the quicker misconceptions can be addressed. This maximises the quality of learning time within a lesson, ensuring children are achieving and exceeding the learning objective. Reflection allows children to actively improve their work by seeing excellent examples and discussing and exploring possible improvements. *Shirley Clarke defines this as 'magpieing ideas'.*

Examples of mid-learning lesson stops:

- Sharing excellent examples
- Sharing examples that as a class we can help to improve
- Written feedback to direct learning
- Verbal feedback to direct learning
- Modelling
- Magpieing of ideas
- Learning critiques
- Reading learning aloud
- Stop and review one element of the success criteria
- Use polishing pens to review work and improve
- Learning detectives—spot something that can be improved

3.7 Peer Critique – self/peer assessment

Children need to be given opportunities to develop their thinking skills and critical voice. Self-assessment and peer assessment when managed powerfully by the teacher also builds an atmosphere of trust and respect. Children are taught to 'Be Kind, Be Specific, Be Helpful' and sentence strings are displayed in all classrooms to promote the use of critique.

Peer marking and self-assessment have a key role in marking and feedback. They empower the children to take control of their own learning.

In line with Assessment for Learning (AFL) strategies, children should be given the opportunity to assess their own progress against a success criteria. We call this a RUBRIC.

3.8 Targets

Children's targets are identifiable on their target cards for writing and maths. In maths, children have 3 targets per half term which are highlighted in green on their formative assessment card in their books. Reading targets personalised and written in the child's reading diary.

Writing targets are on-going and children will receive one target following each piece of assessed work, totalling 3 targets a half term in line with what the children will be taught next.

Targets are shared with children and parents and in KS2, 1:1 pupil discussion meetings are held to discuss them with the child as well as the child expressing their views and opinions on their learning.

Once targets have been met, new targets are given.

3.9 Marking Symbols

Greenways Primary Marking System

-  Correct
-  Correct correction
- O.A** Objective Achieved
-  Independent Work
-  Supported Work
-  Redo/Rewrite to improve
-  Incorrect use of case
-  In maths, next challenge/task
-  Finger Space Needed
-  New Paragraph Needed
-  Spelling Mistake/ Correction to be done in the margin (*sp*) or practise underneath.
- VF** Verbal feedback given
-  Re-read for understanding.
-  Corrections and 'polishing to improve' in purple by children only.



GREENWAYS
Aim high
& be a Star

4. Monitoring and review

To ensure consistency of marking across the academy, the following procedure must be adhered to:

- Regular book scanning by SLT and/or subject leaders
- Year group moderation (it is an expectation that this will occur regularly throughout the academic year)
- Key stage moderation
- Cross school moderation

This policy will be reviewed annually or/and in light of any statutory or advisory changes.