



Hadley Wood Primary School Marking Policy

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Date of next policy review	September 2020
Name of person responsible for this policy	Fran Worby
Issued to	Staff, governors, parents
Date of issue	September 2019



Hadley Wood School

Marking Policy

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Context

At Hadley Wood School, we recognise that marking and feedback is an integral part of assessment for learning (AFL) and needs to focus on helping pupils learn how to improve and develop their work. It is therefore important that all staff, pupils and parents have a common understanding of how work is marked and feedback given.

In our Learning and Teaching Policy, we have identified the requirements for effective marking which gives the children useful feedback on their performance or opens a dialogue with the pupil about their 'next steps'. Where possible marking and feedback will take place within the lesson in the form of a 'Pupil Conference' – this will be clearly identified in books using a red 'Pupil Conferencing' stamp. In order to provide constructive feedback to children, focus will be on steps to ensure success and improvement against the learning objective and success criteria. The class teacher and support team will spend time over the course of a week conferencing with each child – this can be either 1:1 or in small groups.

In the interests of the wellbeing and workload of our teachers, marking should be varied. To allow pupils to benefit from the feedback, marking should be done every day, but this should only be detailed, 'feedback' marking when this will move the learning forward e.g. if several children are making the same mistake, this can be addressed as a small focus group the following day, rather than being pointed out individually.

Effective Marking

- Effective marking aims to help children learn and comments should be positive and constructive to take the child forward in his or her learning. It should refer specifically to the learning objective or success criteria.
- Where possible, marking should take place within lessons so that the pupils receive on-going feedback and are able to up-level their own work after discussion with the teacher as part of the Pupil Conferencing cycle. This verbal or instant feedback allows children to make good progress within every lesson and is clearly marked using the VF symbol in the margin.
- Self- or peer-marking is encouraged. Children should be given opportunities to annotate their own work and that of peers, learning to identify their own and others' next step targets.
- Marking of all written work is used sensitively and with discretion, so that a child can assimilate a limited number of corrections at one time. This will obviously vary according to the children's age and ability.

Marking Guidelines

Staff will be expected to adhere to the following guidelines to ensure that marking is a positive tool for improving pupil achievement. Every piece of work must be marked before the next piece of work is produced. This way, children have feedback and know how to make progress in the next lesson.

- Adults will mark work in red to contrast with the work of children which will be in pencil or a blue handwriting pen.
- Every lesson has a learning objective taken from the National Curriculum. In mathematics and English, the learning objective will be broken down into success criteria in the form of a 'must,

should or could'. This differentiates the task and guides children with steps to success towards meeting the learning objective. Children will self-assess their learning at the end of the lesson by ticking the level of task they feel they have achieved. Teachers will show to what extent the child has met the learning objective by ticking either the 'must, should or could' criteria box following the lesson. Where appropriate, success criteria may be shared in other areas of the curriculum (*such as the skill set required to achieve a specific effect in art*).

- Comments should highlight positive aspects of the children's work as well as suggesting improvements or developments to the work.
- When appropriate, marking may ask a pupil to complete a challenge, next step or question to reinforce learning and understanding. The pupil should respond to this marking in green pen. The green pen provides a contrast from the pencil or pen in lesson and shows that the child has provided feedback to the marking, demonstrating their learning and understanding.
- It is important that children are given time to respond to the marking, whether at the beginning of a lesson, in the morning challenge or at an appropriate time during the day
- QR codes, photographs with speech bubbles completed by the children, stamps, house points and positive symbols can all be used. When the pupil has been given verbal feedback during the lesson the adult should mark the work with the symbol **VF**. Any changes made by the children as a direct result of teacher input within the lesson should be made in green pen to showcase impact on the learning.
- When the teacher is concerned about the pupil's understanding of the task, an appropriate - yet still positive - comment should be written in the book e.g. 'Let's do this again together'. Any follow up small group intervention put into place as a result of teacher marking should be clearly recorded in the children's books.
- Comments about presentation may occasionally be appropriate and these should be positive reminders e.g. 'Sit your letters on the line' or 'Don't forget your finger spaces'.
- There is usually a right or wrong answer in maths. Correct answers can be marked with a tick, incorrect answers with a dot (as a dot can be turned into a tick with appropriate corrections and understanding), although it may sometimes be appropriate to use a 'x'.
- Once errors have been identified they should be addressed either during that lesson or at the start of the next when corrections are completed. Where a number of pupils have misunderstood the work, this will inform future planning.
- Where self- or peer-assessment takes place, pupils should be taught the meta-language of learning so that comments can be useful and informative.
- Where a pupil has responded to marking the teacher should acknowledge this.
- Teaching Assistants and Learning Support Assistants are encouraged to mark the work for the individual child/ group of children they have supported during the lesson and then feedback to the class teacher on the level of support required and any next steps they have identified.
- Underneath each piece of work staff will initial work they have marked, identify whether the children have met the learning objective for the lesson and the amount of support provided - using the short hand code outlined in the marking and support heading below:

Marking and Support Codes

Across the school, the same marking and support codes apply so that we are consistent with our marking. The chart displays a common short hand for marking work:

s/sp	Spelling mistake	➤ It is important not to over-correct spelling mistakes and so we suggest a maximum of three per piece of work
P	Punctuation error	
//	New paragraph	
^	Omission	➤ If a child has been working as part of a group with adult support, GS is used to indicate this
I	Independent work	
GS	Group support	➤ If a child has received some support within the lesson but is not part of a guided group, SS is used to indicate this
AS	Adult support	
SS	Some support	➤ Similarly, if a child has been working 1:1 or 1:2 with an adult, AS is used to indicate this
T	Target	
LO ✓	LO achieved	Recent research has indicated that worthwhile, timely feedback from adults is the most significant element in rapid pupil achievement. We do urge teachers to consider their work/life balance and to think about marking implications when they are initially planning work for the children and therefore do not stipulate the number of pieces of work that should be marked in detail and with opportunities for children to respond.
LO.	Revisit LO	
HP	House point	

Marking in the Early Years Foundation Stage

- In Reception, the teachers focus on giving oral feedback to the children but will also occasionally write comments that are appropriate to the children’s learning. Staff will write comments on work as part of the process of gathering information for the Foundation Stage Profile. Every lesson has a learning objective based on steps towards reaching the Early Learning Goals. In mathematics and English, the learning objective will be broken down into success criteria in the form of a ‘must, should or could’. This differentiates the task and guides children with steps to success towards meeting the learning objective. Teachers will show to what extent the child has met the learning objective by ticking either the ‘must, should or could’ criteria box following the lesson.

Policy to be revised in Autumn 2020 or earlier if requirements change with assessment or the new curriculum.

