



Hadley Wood Primary School

Marking Policy

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Date of next policy review	January 2023
Version number	2
Name of person responsible for this policy	Fran Worby
Issued to	Staff, governors, parents
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MARKING POLICY

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.

Pupil Conferencing

Pupil Conferencing is a focused session working alongside the class teacher either 1:1 or in a small group. The session will enable teachers to spend a concentrated amount period of high-quality time moving on individual learning. The focus of each Pupil Conferencing session will be identified through AFL opportunities including teacher assessment/markings.

- Our expectation is that all pupils should access adult support in each of the maths and English sessions over the course of a week.
- Class teachers will outline where Pupil Conferencing has taken place by using the 'Pupil Conference' stamp next to the Learning Objectives and Success Criteria sticker. The focus for the session will be written under the stamp using a red pen i.e. 'paraphrasing'

Verbal Feedback

Verbal Feedback is impromptu support given by the class teacher/ adult during the course of the lesson to move on learning. This is usually administered during group support sessions or when moving around the classroom checking work.

- Our expectation is that class teachers and support staff will provide pupils with feedback whenever relevant.
- Where the adult has given verbal feedback the symbol VF in red pen is marked in the margin with a single word/phrase (which can be written by the child in green pen in KS2) to showcase the support given e.g. VF: carrying the ten - formal +
- The next two/three calculations should be written in green pen to show the impact from the class teacher/adult support.

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 carried out daily, but this should only be detailed, 'feedback' marking when this will move the learning forward e.g. following an extended piece of writing to set a target or for identifying the focus of Pupil Conferencing.

Learning Objective and Success Criteria Stickers

Teacher to tick LO/success criteria box if met

Level of support is indicated by class teacher/KS2 child

Date: 7/12/2020 LO: To recognise and show, using diagrams, equivalent fractions.

Success Criteria

<ul style="list-style-type: none"> • Use my understanding of fractions to draw a diagram. • Apply my understanding of known x tables facts to find an equivalent fraction. • Choose the appropriate denominator to showcase my understanding of equivalent fractions. 	<p style="font-size: x-small;">My teacher thinks</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p style="font-size: x-small;">Support</p>	<p style="font-size: x-small;">GS</p> <input type="checkbox"/> <p style="font-size: x-small;">I</p> <input type="checkbox"/> <p style="font-size: x-small;">PS</p> <input type="checkbox"/>
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SC – Group Support, I – Independent, PS – Peer Support

SC will start with an imperative verb

- Class teachers to ensure every lesson has a LO and Success Criteria sticker (core and wider curriculum subjects)
- Teachers to tick the box to the left of the Learning Objective to show whether it has been met
- Level of support will be indicated by class teacher/KS2 child by ticking the correct box (GS: Group Support, I: Independent, PS: Peer Support)
- Success criteria will start with an imperative verb using the Chris Quigley 'Depth of Learning' statements (see Appendix 1)

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. Self- or peer- marking will be carried out using green pen.
- 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. Further guidance is provided within this document.

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 black handwriting pen.
- Every lesson has a learning objective taken from the National Curriculum. Each learning objective will be broken down into individual success criteria to support children's ability to achieve the learning objective. Teachers will show to what extent the child has met the learning objective by ticking the relevant box following the lesson.
- Learning Objectives and relevant Success Criteria must be set for all lessons including wider curriculum subjects e.g. RE, Art, History, Geography etc.

- Comments should highlight positive aspects of the children's work as well as suggesting improvements or developments to the work.
- Any support offered through the form of a manipulative (maths) or scaffold (wider curriculum/English) will be logged at the top right hand side of the child's work using a red pen e.g. Support: Writing Frame/Numicon.
- At the onset of each lesson, class teachers will ensure that pupils have their green pen and writing implement readily available. When appropriate, marking may ask a pupil to complete a challenge, next step or question to reinforce learning and understanding. The pupil must respond to this marking in green pen. The green pen provides a contrast from the pencil or black pen used 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. It is our expectation that all teacher comments, amendments and next steps are responded to by children on a daily basis in green pen. Allocated green response time has been timetabled by each class teacher.
- QR codes, photographs with speech bubbles completed by the children can be used to capture learning opportunities and self-reflection.
- When the pupil has been given verbal feedback during the lesson the adult or child should mark the work with the symbol **VF** with a single word to explain what the focus of the dialogue was e.g. VF – commas in red pen. 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 (with appropriate corrections and understanding the teacher or child may place a tick above the dot if the answer is amended correctly during green pen response time).
- 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.
- In English lessons, following an extended piece of writing (in KS2), the class teacher will identify the part/s which require editing – this is referred to as a deep-mark. Pupils will edit/redraft as appropriate following each deep mark as part of the school 'Talk for Writing' approach. We expect that two deep marks will take place during each unit of work.
- The use of self-assessment and peer-assessment are promoted, particularly at KS2 to offer pupils immediate feedback. Where this is used, pupils should mark their work using green pen.
- Following each Big Question assessment, each class teacher will set a next step target for pupils to revisit during green pen response time in order to further improve their outcome.

- Where a pupil has responded to marking the teacher should acknowledge this using red pen with either a comment, tick or VF as appropriate.
- 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. It is **not** expected that Teaching Assistants will mark whole-class sets of books as class teachers use this information for AFL purposes.

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:

sp	Spelling mistake	
p	Punctuation error	
//	New paragraph	
^	Omission	
VF	Verbal feedback given	
T	Target	
.	Look at this again	



Maximum of 3 spelling mistakes to be identified per piece of work.

- KS1/Lower KS2 teacher to write the correct spelling above the word. Children write out the correct spelling in green pen at the bottom of their piece during EMW (Early Morning Work). To support children with this, teacher to also write the word to correct at the bottom of the piece and draw 3 lines for the child to write the spelling correctly on.
- KS2 teacher to write 'sp' in the margin and child to locate the incorrectly spelled word using a dictionary where this skill has been taught. Child to correct spellings using green pen during EMW.
- Spellings identified should either be based on specific vocabulary or a commonly used age-appropriate spelling e.g. if the child is in Year 2 the word 'when' would be an appropriate spelling.

Maximum of 3 punctuation mistakes to be identified per piece of work.

- KS2 teacher to write 'p' in the margin and child to locate the incorrect use of punctuation and edit during EMW.
- Punctuation mistakes identified should either be based on age-appropriate expectations e.g. the use of inverted commas to highlight speech in Year 3.

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 simple success criteria. 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 relevant criteria box following the lesson.

Marking in Key Stage 1

- For pupils in KS1, communication of feedback may be facilitated by adults until pupils are developmentally able to access it independently. By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. Pupils with SEND may need support to do this.

- In English lessons, editing skill will be introduced once per unit at KS1 level. Staff will highlight one word or phrase which pupils can look to uplevel and improve either independently or as a small group.

Pupils with Additional Needs

Reasonable adjustments to marking work will be made to accommodate pupils across a range of needs - including difficulties with reading, writing, spelling, punctuation and maths difficulties.

Responsibilities

It is the responsibility of all teachers, TAs and LSAs to ensure that this policy is consistently carried out, including ensuring that the marking and feedback codes are adhered to and enabling pupils to respond to feedback tasks.

Monitoring and evaluation

- Monitoring of the policy for whole school consistency and evaluation of impact on pupils' outcomes is carried out through learning moderations, lesson observations, pupil progress meetings and attainment data.
- Interviews with pupils ascertain how developmental feedback supports them in understanding what they need to do to improve their learning and make progress.
- Subject leaders will monitor marking in their curriculum area on a termly basis to ensure a consistent approach across the school. Feedback to class teachers will be provided on a termly basis.

Appendix 1: Chris Quigley 'Depth of Learning' statements for Success Criteria statements

Depth of Learning	Predominant teaching style	Typical verbs	Criteria	Typical activities
Basic	Modelling and Explaining	List, Describe, Locate, Write, Find, State, Name, Follow, Complete, Recall, Ask, Use, Match, Report, Measure, List, Illustrate, Label, Recognise, Tell, Repeat, Arrange, Define, Memorise	<p>INSTRUCTIONAL:</p> <ul style="list-style-type: none"> • Steps to Success • First do this, then do that 	A teacher-set activity with steps to follow
Advancing	Reminding and guiding	Apply, Solve, Explain, Classify, Infer, Categorise, Identify, Organise, Modify, Predict, Interpret, Summarise, Observe, Estimate, Compare.	<p>GUIDANCE:</p> <ul style="list-style-type: none"> • Remember to include these • Use the bar model to help 	A teacher-set activity with many decisions made by the pupil
Deep	Coaching and mentoring	Select, Choose, Decide, Justify, Debate, Argue, Recommend, Assess, Discuss, Prioritise, Determine, Create, Invent, Compose, Plan, Construct, Design, Imagine, Propose, Devise, Formulate.	<p>COACHING:</p> <ul style="list-style-type: none"> • Pupil generated success criteria 	A pupil-generated activity in negotiation with the teacher

Appendix 2: Teacher Marking Support Guides

Maths Marking Support Guide	
	LO and Success Criteria sticker present
	Teachers to tick the box to the left of the Learning Objective to show whether it has been met
	Level of support will be indicated by class teacher/KS2 child by ticking the correct box (GS: Group Support, I: Independent, PS: Peer Support)
	Success criteria will start with an imperative verb using the Chris Quigley 'Depth of Learning' statements (see Appendix 1 of Marking Policy)
	Marking will be carried out daily by the class teacher using a red pen, adhering to the marking code
	TAs supporting groups will mark their own group using red pen, adhering to the marking code.
	TAs should not mark the class set of books so the teacher can apply AFL to subsequent lessons
	Any support offered through the form of a manipulative (maths) or scaffold (wider curriculum/English) will be logged at the top right hand side of the child's work using a red pen e.g. Support: Writing Frame/Numicon
	Correct answers can be marked with a tick
	Incorrect answers with a dot clearly shown in red pen
	Self-marking/ peer-marking in green pen at the end of the lesson where possible to offer immediate feedback
	V/F will be used in the margin to show verbal feedback. Green pen will then be used by child to complete the next 2/3 calculations to show impact from adult support
	<p>All pupils should access adult support in each of the maths and writing sessions over the course of a week.</p> <p>However you organise your groups e.g. Monday, Tuesday, Wednesday group etc. each group should have the opportunity to conference their work/learning with their class teacher. The focus of the conferencing session should be logged next to the Pupil Conferencing stamp as shown:</p> <div style="display: flex; justify-content: center; align-items: center; gap: 20px;">  Modelled formal addition </div>

English Marking Support Guide	
	LO and Success Criteria sticker present
	Teachers to tick the box to the left of the Learning Objective to show whether it has been met
	Level of support will be indicated by class teacher/KS2 child by ticking the correct box (GS: Group Support, I: Independent, PS: Peer Support)
	Success criteria will start with an imperative verb using the Chris Quigley 'Depth of Learning' statements (see Appendix 1 of Marking Policy)
	Marking will be carried out daily by the class teacher using a red pen, adhering to the marking code
	TAs supporting groups will mark their own group using red pen, adhering to the marking code.
	TAs should not mark the class set of books so the teacher can apply AFL to subsequent lessons
	Any support offered through the form of a scaffold will be logged at the top right hand side of the child's work using a red pen e.g. Support: Writing Frame/ Word Bank
	Correct answers can be marked with a tick
	Self-marking/ peer-marking in green pen at the end of the lesson where possible to offer immediate feedback
	V/F will be used in the margin to show verbal feedback. Green pen will then be used by child to complete the next 2/3 calculations to show impact from adult support
	<p>All pupils should access adult support in each of the maths and writing sessions over the course of a week.</p> <p>However you organise your groups e.g. Monday, Tuesday, Wednesday group etc. each group should have the opportunity to conference their work/learning with their class teacher. The focus of the conferencing session should be logged next to the Pupil Conferencing stamp as shown:</p> <div style="text-align: right; margin-top: 10px;">  Use of adverbs </div>
	<p>Maximum of 3 spelling mistakes to be identified per piece of work:</p> <ul style="list-style-type: none"> • KS1/Lower KS2 teacher to write the correct spelling above the word. Children write out the correct spelling in green pen at the bottom of their piece during EMW (Early Morning Work). To support children with this, teacher to also write the word to correct at the bottom of the piece and draw 3 lines for the child to write the spelling correctly on. • KS2 teacher to write 'sp' in the margin and child to locate the incorrectly spelled word using a dictionary where this skill has been taught. Child to correct spellings using green pen during EMW. • Spellings identified should either be based on specific vocabulary or a commonly used age-appropriate spelling e.g. if the child is in Year 2 the word 'when' would be an appropriate spelling.
	<p>Maximum of 3 punctuation mistakes to be identified per piece of work:</p> <ul style="list-style-type: none"> • KS2 teacher to write 'p' in the margin and child to locate the incorrect use of punctuation and edit during EMW. • Punctuation mistakes identified should either be based on age-appropriate expectations e.g. the use of inverted commas to highlight speech in Year 3.
	In every unit of work (Talk for Writing genre) two deep marking opportunities will take place. This is referred to as a 'deep mark'.
Deep Marking Guidance	
	Yellow highlighters will outline the part/parts which needs redrafting during the following redrafting lesson. A sentence/phase at KS1, building up to an extract/multiple extracts at KS2
	Targets will be set (after the cold task or during the imitation phase to move on learning). This will be highlighted on the Success Criteria stage as a 'Personalised Target'
	Children will write their personalised target at the top of their piece of work to remind them of their target for the lesson
	KS1 children will carry out one editing lesson per unit. KS2 require multiple opportunities to edit and redraft their work – it is in the curriculum from Year 3 up. Minimum of two redrafting sessions per unit of work

Wider Curriculum Subject Marking Support Guide

	LO and Success Criteria sticker present
	Teachers to tick the box to the left of the Learning Objective to show whether it has been met
	Level of support will be indicated by class teacher/KS2 child by ticking the correct box (GS: Group Support, I: Independent, PS: Peer Support)
	Success criteria will start with an imperative verb using the Chris Quigley 'Depth of Learning' statements (see Appendix 1 of Marking Policy)
	Marking should be completed by the class teacher after every piece of work, adhering to the marking code
	TAs supporting groups will mark their own group using red pen, adhering to the marking code. <i>TAs should not mark the class set of books so the teacher can apply AFL to subsequent lessons.</i>
	Wider curriculum subjects must be marked after every lesson in the same format as core subjects. They carry equal merit and the same high level of expectation.
	Any support offered through the form of a scaffold will be logged at the top right hand side of the child's work using a red pen e.g. Support: Writing Frame/Numicon
	Correct answers can be marked with a tick
	Incorrect answers with a dot clearly shown in red pen
	Self-marking/ peer-marking in green pen at the end of the lesson where possible to offer immediate feedback
	V/F will be used in the margin to show verbal feedback. Green pen will then be used by child to make any adjustments or amendments following teacher input.
	<p>Following each Big Question assessment, class teachers are to set a next step target for each child to revisit during green pen response in order to improve their outcome.</p> <p>Example:</p> <div style="background-color: #e1f0f8; padding: 10px;"> <p>Big Question: What effect did WW2 have on Britain? Child A's original response: Life in Britain changed after WW2. Women's role after the war was different. Target set: <i>T- Explain in detail how women's role changed after the war.</i> Child A's green pen edit: Before the war women mainly stayed at home to look after the children. During the war, women were encouraged to work in factories as well as care for children. After the war, many women did not return to their original pre-war role of staying at home and instead wanted to continue to work.</p> </div>