

## Mottram CE Primary Marking Policy

### The purpose of this policy

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

### The need for a Marking Policy

It is important that all staff provide constructive feedback to children, both written and orally, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

### Aims of Marking

At Mottram Church of England Primary, we believe that children's work should be valued at all times. Quality marking provides an excellent opportunity to improve pupils learning, develop self-confidence and raise self-esteem. Whilst we aim for the children to reach high standards in their work, we recognise that many learning processes are involved and that children's skills develop over time. We recognise that marking is an integral part of assessment that enables this development to thrive. Consequently our aims when marking work are:

- To show work is valued and praised
- To acknowledge the application and development of the 5R's
- To ensure that pupils recognise their strengths, as well as discover their next steps forward
- To ensure that the quality of learning and teaching is maximised
- To inform future planning and learning
- To evaluate and assess children's learning

### Approach to Marking and Feedback

Marking and Feedback should:

- Be manageable for teachers and teaching assistants
- Be accessible to children i.e. in clear handwriting using child friendly and age appropriate language
- Be oral and/or written according to the age and ability of the pupils
- Relate to learning intentions and success criteria
- Be seen by children as a positive approach to improving their learning
- Give recognition and specific praise for achievement and clear strategies for improvement
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate
- Allow 'reflection time' which is specific time for children to read, reflect and respond (in green pen for children) to marking where appropriate
- Use consistent codes as outlined in this marking policy
- Model how to improve and up level work for children
- Include where appropriate a reminder prompt, a scaffold prompt or an example prompt
- Measure progress against targets (school or national expectations)
- Help teacher evaluate teaching and inform future planning

## EYFS

In the Early Years Foundation Stage (EYFS) marking and feedback is given through instant verbal feedback and questioning. The children will be told their individual next steps relating to their needs in group work and in continuous provision.

For monitoring and assessment purposes of children's recorded work the initials VF will be written and the work will be annotated to show the context of the work; i.e. if they were working independently, with the class teacher or teaching assistant. The class teacher or teaching assistant will annotate children's work if it is not 'readable'. Comments to provide evidence of learning will be recorded where necessary.

All recorded work and annotated photographs are kept in 'learning journey' scrapbooks. Children have daily access to look through their learning journeys to see progress and they are shared with parents/carers on a termly basis. Parents/carers are warmly welcomed to look at their child's learning journey more frequently if required.

### Marking Strategies

Oral Marking: It is important for all children to have regular oral feedback from a member of the teaching team. The adult will initially talk to the child about how they have met the learning objective and their success criteria and then question the child about a specific part of the work. This may be to correct misconceptions or extend learning. The work will then be ticked and annotated with the letters VF. Children of all ages need verbal feedback but it is particularly important in the early years and KS1 where children may be unable to read a written comment. Whole class feedback may also include using the visualiser to model.

### Written Marking and Feedback

Summative Feedback/Marking: This usually consists of ticks and dots and is associated with closed tasks or exercises where the answer is either right or in need of re-thinking. This can also be marked by the children with appropriate guidance.

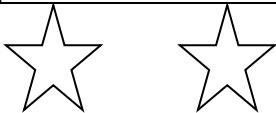

Formative Marking: Most work will be marked in relation to the learning intention, with information detailing the next step. Some work will be marked alongside the child and comments will be constructive and consistent (e.g. I challenge you to...) and initialled by staff.

### Targets

We encourage children to self-assess against their targets for learning. When a child has met their targets, it is acknowledged by the teacher or teaching assistant and a new target is given.

### Quality Marking at Mottram

Through marking the children will be informed of ways in which to improve their work. There will be frequent use of 2 stars and a thought bubble.

	The stars indicate specific praise and note where a pupil has met the success criteria or individual target. When appropriate 1 star will be used.
	The thought bubble indicates next steps for improvement and an action point to support learning.

Stars and thought bubbles may:

- Link to targets which have been set previously

- Respond to features that have recently appeared in the children's work
- Be related to the learning intention or 'We are learning to' statement
- Specific praise may be linked to the 5R's

### Alternative Marking

As well as written responses from the teacher, marking will take a variety of alternative forms including:

- With the child – this is clearly highly effective and will be done wherever possible
- Marking partners – children will be encouraged to proof read in pairs using success criteria checklists to check each other's work.
- Self-assessment – children will be encouraged to self-assess throughout their work (again using success criteria)
- Verbal Feedback – as part of class discussion/summing up, some work may be marked during the plenary part of the lesson e.g. whilst on the visualiser.
- Praise may be indicated through use of a green sticker

Children will be given frequent 'reflection time' usually at the start of the lesson, or in discreet small group or individual sessions as appropriate. Allowing children to respond to the marking of their work by making corrections, answering questions, adding to comments (in green pen) or talking to the teacher. Correcting has the most value when it leads to an improvement in a pupils work.

It is important that across the school marking is consistent and recognisable by children.

### Presentation of Work

- ✓ Date all work.
- ✓ Use the Short Date in KS1 and KS2 (Mathematics).
- ✓ Use longer date in English including day and month and underline with a ruler
- ✓ Date and learning intention to be written on the left hand side, starting from the margin and underlined using a ruler.
- ✓ A line should be left, after the date, before the learning intention is written. Another line should be left before work begins (aiming for this by the end of KS1).
- ✓ As children begin to use headings and sub-headings these must be underlined with a ruler using a pencil.
  - Pencil grips should be made available where required
  - Once neat script has been successfully achieved, handwriting pens will be awarded (Year 4/5 onwards).
  - Children must only write in black ink and must only use handwriting pens.
  - All staff will be expected to follow the policy.
- ✓ Mathematics must be completed in pencil
- ✓ All drawing should be in pencil and labelled in pen/pencil as appropriate
- ✓ Children SHOULD NOT use felt pens to colour their work, unless directed by the teacher. Wax crayons and pencil crayons only.
- ✓ All work on paper, including any work that is in draft, should be carefully filed or cropped to fit the page and neatly stuck in, not sticking out of the book at an angle. It should be named and dated.
- ✓ Graffiti will not be tolerated on books etc. Any child not showing respect for their books will be sent to the Headteacher or member of the SLT.

### Marking Corrections

Teachers will mark in blue handwriting pen or blue biro only.

Corrections should be made based on individual children's needs. For example it is not necessary to draw attention to every spelling mistake, especially where the same mistake is made several times. The focus for spelling corrections should be words with spelling patterns that have been recently taught or high frequency words. In EYFS and KS1 some spellings will be corrected. KS1 to repeat spelling corrections in pencil and in KS2 in green pen (3 times).

### Supply

All supply teachers will be given a copy of the policy and be expected to mark work in line with it.

### Responding to Feedback

When responding to written feedback in writing lessons, children will correct and improve their writing alongside the Success Criteria. Once they have read the written feedback the children will make corrections and improvements and initial the feedback in green pen. The following appendices are used by teachers to support marking and feedback, and adapted in line with the age and development stage of the pupils.

### Marking and Feedback Symbols

W Δ	Indicates a word has been misses out
W↑	Indicates an improved word is needed
P Δ	Indicated a punctuation mark has been left out
P↑	Indicates punctuation needs improving
.....	Indicates a spelling mistake has been made
//	Indicates a new paragraph is needed
VF	Verbal Feedback
NT	New Target

### Adult Support Codes

T	Teacher Support
TA	Teaching Assistant Support
GG	Guided Group
OA	Other Adult e.g. Student
ST	Supply Teacher
I	Independent Work

## Marking improvement prompts

### Early Years/KS1

Much of the feedback in KS1 is oral, but it is sometimes still recorded even when the child can't read the comments in order that it can form part of the record-keeping and assessment process:

"Well done for hearing some sounds in these words. Let's have another go..."

"Write these numbers the right way around"

"Write these letters on the line"

Mathematics is generally more difficult to engineer, but there is a distinct pattern of 'praise and extend'

"Most are correct, but check these and try three more"

"You found the double for each domino. Can you double these numbers?"

"Can you think of any other numbers for ... and ... that would make the number sentence work?"

### KS1

Unsurprisingly, the feedback begins to become more explicit as the children progress through school and the feedback becomes more sophisticated in that teachers use the appropriate language to check and consolidate understanding.

"You are confident in using number bonds to 100"

"You understand "sets of" and you are good at saying which times table they are in"

"Please circle the adjectives and write down some different ones"

"Where would the full stops be?"

"What would that be if you re-wrote it in the past tense?"

"Remember our spelling rule this week...? Try again"

It is in Year 2 that there begins to be feedback that it based on open questions that are ripe for further exploration during subsequent 'reflection time'.

"How do you think the dragon felt?"

"Why do you think the wizard lives in such a small house?"

### KS2

In KS2 the feedback becomes increasingly sophisticated and more challenging as the children move through KS2. Searching questions are more common and the links to 'reflection time' much clearer.

"What mistake did you make in the first paragraph?"

"What do you think she was angry about?"

Can you think of a different way to solve the problem?"

"Why would you recommend it to other readers?"

"I like this simile... can you think of some more?"

Straight forward advice is still given, but the emphasis and responsibility for follow-up is centred much more on the learner.

"Use a dictionary to check the spelling of the underlined words."

"Try to re-write the first sentence in each paragraph so that it starts with an adverb."

### Some additional prompts

Why?

How did you/s/he feel?

Add something to...

Change something...

Tell me more about...

What happened next/to...

Describe...

Explain how...

Give an example, show me an example...

How do you know...

What if...

Find...

What would happen if...

How would you feel...

The following prompts will be used to develop thinking and support pupil progress:

Reminder Prompt

Draws the learners' attention back to the learning intention.

e.g. Say more about...

e.g. Explain why you think this...

Scaffolded Prompt

Gives more help by focussing on specifics, helping learners to extend their present understandings and improve their work.

E.g. A Question - Can you explain why?

E.g. A Directive - Please check your answers by...

E.g. An Unfinished Sentence - The colours in the flag are...

Example Prompt

Make suggestions, offer information or give a range of possible answers to choose from.

E.g. choose one of these statements and/or create one of your own:

1. George was unlucky because he tipped over Grandma's medicine before she drank it all.

OR 2. George had a lot of bad luck, particularly when he tipped over Grandma's medicine before she had finished it.