

Villiers Primary School

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Villiers Primary School

# Whole School Marking Policy

*Work hard. Be kind.*

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We believe marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria. Marking should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across each stage within our school, that informs and influences our planning and which enhances children's learning.

## **Aims**

Effective marking should:

- Give feedback to children, inform them of their achievements and the next steps in their learning
- Relate to learning objectives and success criteria for each lesson
- Give children specific praise for the success of their work, showing it is valued
- Give children clear strategies on how they can improve their work
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Show consistent codes and procedures throughout the school
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their children's work.

## **Marking Principles**

The learning objective with the prefix "Today we will be better at....." and date will be at the top of all pieces of work where appropriate.

Basic marking would include one or some of the following:

- Verbal comments and oral feedback during the lesson
- A very basic level of marking (specific codes after lessons).
- Verbal comments and oral feedback after lessons to indicate the learning that was achieved in previous lessons.
- Highlighting the positive aspects of work in green (or 'double-ticking' in non-core subjects) to show where the learning objective has been met.
- Highlighting aspects of work that could be improved in pink.
- Teachers will take the opportunity to pick up on spellings, grammar, presentation, layout, number formation etc. Where appropriate, spelling of age-related key words should be listed at the bottom of a piece of work in order for children to complete corrections. As appropriate, children use dictionaries to find the correct spelling. Teachers may also ask children to use the spelling contextually in a sentence to show understanding. These should be checked and acknowledged by teachers (using a tick) once completed.

## Marking Codes

I	Independent Work	//	New Paragraph	EYFS Additional marking codes	
S	Supported /Shared Work	O	Punctuation mark incorrect	H	Home e.g. WOW sheets
G	Group Work	^	Missing word	Add link to Capturing the Journey Development band.	
HP	House Point		Doesn't make sense		
Sp	Spelling Mistake		Capital letters missed/incorrect		
	Finger space missing	√√	Evidence of objective met in non-core subjects.		

## Effective feedback

Feedback should be given regularly throughout the lesson and week and should support the children in moving their learning on and developing their understanding of key concepts. Praising children's work is good practice but is not expected as part of the marking comment, as reference to whether a child has achieved an objective is shown within the Learning Ladders.

All Maths questions should be individually marked with red pen to indicate if the answer is correct/ incorrect.

### Green for seen

Examples to show where children have achieved the success criteria in a piece of work will be highlighted green by the teacher.

### Pink for think

Pink highlighter may be used to highlight something within the day's piece of work that needs to be improved. This should be linked to age-related points for development or at a child's individual targets if they are not working at age related.

Years 2 and 6 should not use pink highlighters from the beginning of the spring term to support moderation.

### Next steps

This is an area for the child to work on to deepen their knowledge if they have understood the learning objective, or strengthen their understanding, if they have not achieved the learning objective. Time should be given at the start of the next lesson for children to read the marking comments and respond to the suggestions by completing the 'next step' task. Children will then use their green "Perfecto Pen" (Pencil in Maths) to write any corrections (if spellings) or improvements based on the next step comments. A 'next step' task must move the learning forward. e.g. up-level a sentence in English or explain the reasoning in Maths.

If a child has misunderstood an element of their work, it is useful to provide a tip or modelled response to help them to then complete their 'next step' task independently. If a child has achieved their learning objective, a 'next step' task will always aim to encourage higher order thinking and may use more advanced Bloom's Taxonomy questioning.

Within their marking, more often orally, teachers will provide children with a reason as to why a specific issue has been highlighted. This will aid children in understanding what they need to do to improve their work or why they have made a mistake.

**Success criteria** should be stuck in books and used for self-assessment. Self assessment should be completed daily and peer assessment once per week. Within lessons, teachers should build in time for reflective sessions with opportunities for children to reflect on success criteria and make improvements to work during the lesson.

## Marking Expectations

	English/Maths	Non-Core
Next Steps	Every other lesson	Every lesson
Green for Seen	Daily—linked to objective/success criteria	Not required
Pink for Think	Where Appropriate	Not required
Marking Codes	Where Appropriate	Where Appropriate

### For children in Foundation and Y1

Feedback can be using symbols. Feedback can be given with an individual child or with a group of children looking at a piece of work, identifying together successes and areas for improvement. Much of this will be done orally.

Year 1 – Children exceeding age-related-expectation to have next step tasks written from Christmas (verbally before this)  
Children working at, or towards, age-related-expectation to have next tasks written from Spring 2 (verbally before this)  
Children working significantly below age-related-expectation to have next tasks written from Summer (verbally before this)

**Date Policy Reviewed: October 2017**

**Date of next review: October 2018**

**Reviewed by: SLT/ Teaching Staff**