

# COTHERSTONE PRIMARY SCHOOL



## MARKING POLICY

Date Revised: October 2019

Date for Review: October 2020

Signed: \_\_\_\_\_

**How a child's work is received and marked and the nature of the feedback given will have a direct bearing on learning attitudes and achievement.**

## **Statement of intent**

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives, enabling children to become reflective learners and helping them to close the gap between current and desired performance. It should also be achievable and manageable for staff.

## **Principles**

### **Marking and feedback should:**

- Be manageable for teachers.
- Relate to learning objectives which have been shared with children.
- Involve all adults working with children in the classroom.
  - Give children the opportunities to become aware of and reflect on their individual learning needs.
- Give appropriate praise and recognition for effort and achievement.
- Give strategies for improvement and develop skills of self assessment.
- Allow specific time for children to read, reflect and respond.
- Should be consistent across the curriculum.
- Inform future planning and next steps.
- Involve children in the marking and feedback process in an accessible way.
- Use consistent codes throughout - see Appendix 1.
- Ultimately be seen by children as positive in improving their learning.
- Encourage peer and self-marking wherever possible.

## **Strategies**

### **Verbal Feedback**

This is the most powerful and has the maximum impact when pointing out successes and improvement against the learning objective/success criteria.

This is used during focused group time in English and Maths sessions where the interaction is developmental.

Verbal feedback by peers also has many benefits with children highlighting each others successes and improvements against the Learning objective.

When verbal feedback has taken place with the teacher the following code will be used.

**VF** - Teachers may make a brief comment on the work to record children's understanding if they wish.

### **Summative Feedback/Marking**

Summative Feedback is an assessment of learning at the end of a unit or a snap-shot at a point in time. Marking may consist of ticks and thinking dots and is associated with closed tasks or exercises.

### **Formative Feedback/Marking**

Formative assessment takes place with each step in learning over the course of a lesson or unit and should relate to the learning objective. Feedback may be written or verbal. Pupils may also be involved in marking their own work, using the same code system, against the LO. Pupils will mark in green pen.

The emphasis in marking will be on successes against the Learning Objective, primarily in Literacy and Maths. Focused comments should help the child in 'closing the gap' between what they have achieved and what they could have achieved.

When marking children's work, codes can save time and make the feedback more accessible to the child. A tick e.g. in the margin, may highlight where children have been successful. Codes such as those identified in Appendix 1, will be applied consistently throughout the school.

When marking extended writing, teachers may add where relevant.

- **Reminder** – A reminder statement about the learning objective.  
E.g. Choose effective adjectives to describe your character.
- **Scaffold** – An example of what children need to do. E.g. You need to choose the adjectives that are strongest and will help the reader see exactly what the old man is like.
- **Example** – Exact sentences, words or processes to choose or copy. E.g. The old man's long flowing beard was a white as snow...The old man's long beard flowed down over his tummy. Which of these would you choose?

Teacher's prompts/comments in KS2 will be in the cursive style.

All pieces marked by anyone other than the class teacher will be initialled (eg supply or other class teacher covering).

Codes will also be used to show the level of support with pieces of work.

### **Making Improvements**

Classroom time is provided for children to access the marking, find out where they have been successful and make the appropriate improvement.. The teacher or TA can support key groups or individuals who are struggling to make the improvements themselves. Teachers should consider when in the school day is best for this, but it must be given high importance.

### **Secretarial Features**

Spelling, punctuation, grammar etc. should not be always corrected because children cannot effectively focus on too many things in one space of time. Non negotiable aspects of presentation should be discussed with the children and displayed in the classroom.

E.g. In Class Two we always use capital letters and full stops etc.

Children are encouraged to proof-read their writing and check for non-negotiables and check against the learning objectives.

### **Self Marking**

Children should self-evaluate wherever possible, in green pen using the same codes as the teacher. Children should identify their own successes and look for their own improvement points. The plenary can be used to address successes, improvements and next steps in learning.

### **Shared Marking**

Sharing a piece of work (with the permission of the child), can highlight common successes and improvement points. This can be used to model the marking process and teaches particular points.

### **Paired Marking**

Paired marking is used across Key Stage 2 and with younger children where teachers feel it to be an appropriate tool. Children will be trained to do this through modelling. Ground rules are set by the class and might include rules such as listening without interruptions, confidentiality etc. Children will find successes first and then suggest a way to improve against the learning objective. Teachers will decide pairings.


## Appendix 1


Codes to be used in margins

<b>VF</b>	<b>verbal feedback</b>
Ph	phonic input
<b>I</b>	<b>completed independently</b>
T	teacher support
<b>TA</b>	<b>teaching assistant support</b>
<b>..</b>	spelling with spelling highlighted (copy x 3 underneath)
<b>CL</b>	<b>capital with letter ringed (optional)</b>
?	query for sense/meaning
—	<b>underline punctuation omission or error or indication in margin</b>
✓	tick indicates positive comment/objective achieved
★	<b>feedback linked to target/LO</b>
┌	Strategies to improve, help to achieve more, reminder including a scaffold and/or an e.g. for child to do their and then (next steps)
//	<b>new paragraph</b>
^	omission of word or phrase
✓	<b>correct (Maths)</b>
•	incorrect Think about it
C	Correction
<b>SC</b>	<b>Self Correction</b>
CH	Challenges

**Purple – Teachers marking colour KS1/2      Green - Children to correct KS2/Yr 2**

**Children will be regularly reminded about the meaning of these codes. Codes will be displayed in the classroom and in the front of books.**

Tickled Pink	You did this really well
Green for Growth	You need to work to make this better
Spelling	Incorrect spellings (often, but not always, 'common words')
VF	The teacher spoke to you about this
T or TA	The teacher or teaching assistant helped you in the lesson
CL	Capital Letter
FS	Full stop
Con	Conjunction required
Purple writing	Teacher comments / marking
Green writing	Pupil corrections / response / self and peer marking (please write name of person marking)
I	You did this work independently
^	You missed out a word or phrase
//	New paragraph
	Next steps
CH	Challenge

Tickled Pink	You did this really well
Green for Growth	You need to work to make this better
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