



The Schools of
Woolton Hill

Marking Policy

APPROVED AND ADOPTED

THE SCHOOLS OF WOOLTON HILL

MARKING POLICY

1. Purpose

- This marking policy ensures that marking and feedback given to children is valid, constructive and consistent throughout Reception to Year 6.
- Marking, specifically **verbal feedback** enhances the motivation of the child, encourages dialogue, informs progress for the child, teacher, parents and others and sets clear improvements on progress and attainment.

2. Rationale

Jesus said “Let your light shine”, Matthew 5.

Jesus encouraged all his children to live life in all its' fullness and to let their light shine. We encourage our children to shine in God's world, by living out the Christian values of wisdom, courage and respect, now and in their future. We nurture an irresistible love of learning and our children enjoy learning about themselves, about others and the world which we are guardians of.

At The schools of Woolton Hill we believe the aims of marking and giving **verbal feedback** on work are:

- To encourage and motivate children to work to the best of their ability at all times by commenting verbally on what was done well
- To assess and evaluate children's (academic) progress
- To recognise, encourage and reward children's application and effort
- To support achievement by providing clear verbal feedback to children about strengths and weaknesses in their work and how they can improve it further
- To encourage the involvement of pupils in their own learning through discussion and self-evaluations
- To draw attention to improvements that could be made and allow time for children to respond to this
- To outline errors which need to be corrected and providing time for children to correct the errors

- To relate attainment to specific learning objectives outlined at the start of the task
- To provide a record of individual progress and achievement
- To promote children's self-esteem
- To promote good presentation and encourage pride in their work

3. Guidelines

General

Before and during the lesson

- Presentation will be made explicit (Appendix A).
- Titles for the work begin with a learning intention/objective which states the focus of the learning for the lesson. Sometimes the steps to success they need to make to succeed might also be detailed.
- Where possible, the title of the work and/or the Success Criteria should reflect the criteria which will be the focus of the marking.
- Teachers and Teaching Assistants are expected to 'live mark' and give verbal feedback in the moment in lessons enabling children to respond in real time and teaching to be flexible e.g. a child moving to work with an adult as they 'live marking' identifies they need more support.
- Pupils will be reminded daily to evaluate their own work and sometimes this might involve ticking the differentiated success criteria they feel they have met.
- Teachers are expected to make ongoing assessment for learning in lessons and may record children's initials on the planning or use an AfL assessment grid (Appendix B) to guide them to see who has met the learning successfully and requires a challenge and who needs further support and time with the teacher to work on the learning outcome in a guided group to address any misconceptions.

After the lesson

- Pupils might be asked to evaluate their own work against the given differentiated criteria.
- Where work has not been completed in a reasonable amount of time, pupils may be asked to complete work during part of their break time or during lunchtime. Class teachers will contact parents if a child regularly fails to produce enough work during lesson time.
- During or after a lesson the class teacher should review the children's books, mark the success criteria and identify children who have met the learning

objectives and those who have misconceptions that need addressing. Teachers should then plan accordingly for how to address this in future lessons.

- Children must always be given an opportunity to act on feedback. Usually this will be incorporated into the next lesson.
- If feedback requires a specific response from the pupil, time should be given as soon as possible (ideally immediately) to respond and edit their work. If this isn't possible this can be completed at the start of the next day.
- Whenever any adult (other than the class teacher) marks or annotates work, they will initial the work. Teachers will use symbols to annotate the level of support that have been given to the children. They will mark an 'I' for Independent work (task completed without adult support) and an 'S' for supported (the child needed support to complete the task.)
- Teachers may use varied methods to feedback and encourage responses to marking for example dot marking on misconceptions and work to edit.
- In Maths honesty marking may be completed by the pupils to self-assess and check their answers. This will be provided on their tables and children will mark their own maths work in purple pens.
- All marking in books should be neat and legible for children to read.

In addition

- Marking completed by the teacher should be done in Black or Green pen.
- Extended pieces of writing, reading and sometimes maths are the areas in which it is most appropriate to identify the next step in learning. Teachers will complete a deep mark on the children's work, for example this could be at the end of a learning journey in English and provide explicit guidance on what the child has achieved and included successfully and areas to improve their work further.
- Children are to make use of **purple polishing** pens for editing and improving in lessons, for honesty marking and in response to teacher marking.
- Teachers can establish their own simple marking codes in class e.g. HP for a House Point being awarded, sp for a spelling error or a small dot to 'have another go', a tick next to the LO to say it is achieved. These codes should be simple and not too numerous, suitable for the age group and known and understood by pupils and the staff working within the class. Codes should be used sparingly and consistently.

4. Homework

Teachers should mark and respond to homework after the deadline date or the work may be discussed and celebrated in class.

5. Policy Review and Development

This policy will be reviewed by the governing body on an annual basis. Staff will be invited to give feedback on the policy and to make suggestions for improvement.

Presentation of English work

Your written work should be set out like this:

- The full date (e.g. Wednesday, 4th September 2019) should be written out at the top of the new piece of work, on the left hand side and underlined.
- The line below this should be left blank.
- The line below this should have the learning objective.
- Leave a line under the title and start your work on the next line down.
- If you have half a page or more left when you have finished the piece of writing, this space can be used for your next piece of writing. Draw a straight line under the writing and remember to begin your new work with the date.
- Writing with pens should be in blue ink and in line with the school handwriting policy.
- Pencils should be HB writing pencils and sharp.
- If you make a mistake, draw one line through your mistake using your ruler.
- Use purple polishing pen to complete corrections, or to respond to marking.

Presentation of Maths work

Your written work should be set out like this:

- Rule a line under your last piece of learning.
- Write the date like this: 04.09.19 on the left-hand side of the page and underline it. The line below should be left blank.
- The line below this should have the learning objective.
- Draw a margin and, if needed, fold the page in half lengthways and draw a vertical line down the page along the fold. Work down the left-hand column to the bottom first, then down the right-hand column from top to bottom.
- Use one square per digit/number.
- Always use a ruler to draw straight lines.
- Use a pencil to complete learning tasks.
- Any errors should be ruled out by a neat pencil line.
- Use purple polishing pen to complete corrections, or to respond to marking.

APPENDIX B

AfL Grid (can be used by teachers to record AfL within/after a lessons)

Date:

Subject:

LO:

Who did not achieve their objective?	What common misconceptions did you find?	How will you address these misconceptions?

