



Smith's Wood Primary Academy

Marking Policy **September 2024-25**

Purpose of marking

Who are we marking for?

Why do we mark work?

- To inform the child, teacher, parent and appropriate colleagues of a child's progress
- To support the direction of future planning
- Short term – alter tomorrow's lesson
- Medium term- highlight MTP and alter next half term as a result
- Long term – inform curricular/next step target setting
- To provide the child with diagnostic feedback and next steps
- To show the child that his/her work is valued
- To provide motivation to the child
- To set personal short term targets towards precise learning intentions and success criteria
- To provide a record of a child's progress that will inform
- KPI assessments
- Writing Pupil profiles
- Reporting to parents

Expectations of Marking at Smith's Wood Primary Academy

All work produced by children should be acknowledged.

Marking **must** be kept up to date.

Children should not receive their books to work in where any previous work is unmarked.

Marking should be positive and should always contain a next step for pupils to complete.

Teacher's comments should model the principles of the presentation policy:

- Be written in full sentences
- Be written on the lines
- Have correct spelling
- Observe correct punctuation
- Be in legible handwriting – maintain the same expectations and standards as we would expect from the pupils.
- Green corrections and Red comments used consistently

Traffic light sticker dots

Traffic light sticker dots are to be used to show achievement of the Learning Objective (and success criteria)

Green – will be given where a child has successfully met the LO

Orange – where they are working towards but have not quite secured or have had adult assistance

Red – will be given for an LO not met

These should be given for each piece of work.

Where a green dot has been awarded, the red marking comment will usually focus on the next step to be achieved. Where the dot is orange (or red) then the marking comment will usually focus on what the child should do in order to meet the learning objective(s).

Level of Support Stamp

The stamp indicating what level of support (Teacher or TA) has been given should be used for each piece of Literacy and Maths work, alongside the sticker dots. Please note it is not necessary to stamp independently completed work – as this will be assumed if no other support is indicated.

Diagnostic Comments

These are the comments that inform the child about their achievement and also highlight the next learning steps.

KS1 & KS2 children should be responding, through a written response on a daily basis in both Maths and Literacy. Time should be built into lessons for the children to read and respond to their comments- this is in line with the ‘feed forward’ marking response which the school adopts.

When marking a big write or a topic write, the way in which pupils have addressed the success criteria should be marked in the margin alongside that particular piece of work. More-able pupils should be encouraged to begin to identify some elements of the success criteria themselves as their ability improves.

‘Feed forward’ steps should be given in Maths and English every day.

These next steps need to be relevant to the achievement of the individual child and differentiate clearly where required.

Please note, there is an expectation that the content of the child’s work is marked- this includes all calculations in maths, along with any spelling errors in Literacy. Where there has been a considerable amount of speaking and listening or practical work then feedback might not be through the form of a written comment.

Comments should be written for children to understand, in child friendly vocabulary appropriate for the age of the child. Where necessary, teachers should ensure they have shared comments with children who cannot read them independently.

Literacy

Each child to have a complete diagnostic mark for the BIG write piece of work, containing comments relating to the LO and next steps, requiring written feedback from the child. The

margin is to be used to identify key writing features. A success criteria sheet can be used, if a teacher wishes, but the identification of key features must be identified in the margin for Big Write.

For pupils on the RWI scheme, green pen is to be used to tick or correct spellings, and a red task each day is required.

Maths

Each child to have the content of their maths work for the day marked with a green pen. There is no need for a green comment at the bottom of the page, however a tailored red next step, is needed on a daily basis. Please use any errors in the calculations marked to inform the content of the red comment.

Positive stickers, or personal comments to the children are seen as good practice and should still form part of your daily practice when marking.

Science, Topic and other Books

Marking should be kept up-to-date. Comments should be made regularly giving diagnostic feedback – particularly in relation to skill-based work. A red 'feed forward comment' should be included for each piece of Topic and Science work.

Additional Information

It is good practice for TA's to acknowledge the work for the group they have been supporting- a tick to acknowledge correct answers is acceptable. This should be done following the above guidance, and in agreement/discussion with the class teacher. **The class teacher remains responsible for all work – and should add comments as appropriate. Comments for 'feed forward' marking needs to always be completed by the class teacher and the response time built into whole class teaching. Support staff should not be adding green and red comments to children's work, unless they take a phonics group out every day for the whole session- again, the teacher needs to oversee the marking for the whole class.**

Please find below an overview of planning and marking expectations.

Subject	Planning	Marking
Maths	Weekly overview KPIs onto planning and boards KPIs needed for RRR Differentiated group slides	G/A/R Dot the LO Stamp if worked with either Teacher or TA, not needed for independent work. Acknowledge each calculation Red comment
Guided Reading	Weekly differentiated slides KPIs onto boards	G/A/R Dot the LO Stamp if worked with either Teacher or TA, not needed for independent work. Acknowledgement of task
Literacy	Weekly overview KPIs onto planning and boards Differentiated group slides	G/A/R Dot the LO Stamp if worked with either Teacher or TA, not needed for independent work. Red comment
Phonics	Weekly overview Differentiated group slides	G/A/R Dot the LO Stamp if worked with either Teacher or TA, not needed for independent work. Acknowledge each answer Red comment
Spelling/Handwriting	Weekly overview for spelling Year group slides for spelling Pen Pal scheme used for handwriting.	Acknowledgement of task
Topic	Half termly overview KPIs onto planning and boards Differentiated year group slides Differentiated tasks	G/A/R Dot the LO Stamp if worked with either Teacher or TA, not needed for independent work. Acknowledge the task Red comment
Science	Weekly planning KPIs onto planning and boards Differentiated year group slides Differentiated tasks	G/A/R Dot the LO Stamp if worked with either Teacher or TA, not needed for independent work. Acknowledge the task Red comment
RE	Weekly planning KPIs onto planning and boards Differentiated year group slides Differentiated tasks	G/A/R Dot the LO Stamp if worked with either Teacher or TA, not needed for independent work. Acknowledgement of task
PSHE	JIGSAW Scheme Download planning into year group folder Differentiated year group slides Differentiated tasks	G/A/R Dot the LO Stamp if worked with either Teacher or TA, not needed for independent work. Acknowledgement of task