



## Smith's Wood Primary Academy

### Marking Policy September 2018

#### 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 IEP's
  - Reporting to parents
  - Other colleagues

#### 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 overridingly 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 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 not quite secured

Red – will be given for an LO not met

**These should be given for each piece of Literacy, Maths and Topic work.**

*Where a green dot has been awarded, the 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, 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. These comments should also refer children to their targets as appropriate, so that they are getting feedback about progress towards targets (not just the achievement of them)

**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.**

**As a rule, there should be a minimum of 1 detailed diagnostic comment for Literacy per week for each child, including response to the LO. This diagnostic comment needs to be related to the BIG Write the child has completed.**

**'Feed forward' steps should be given in Maths and English every day. On all other occasions, the child can receive a sticker or short comment relating to the LO, but each child needs to still receive a next step to which they are required to respond. 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 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.

Where possible, especially in KS1, books should be marked alongside children in small groups – for example at the end of their guided or focused teaching input. Please note that at no time should the teachers' view of the classroom be obscured by a line of children waiting to have their books marked.

### **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 Topic.

### **Closing the Gap Marking**

Highlighters will be used to provide feedback to children about what has gone well, and what they need to do in order to improve.

Orange highlighter will be used to highlight areas for improvement – which should be commented on

Green highlighter will be used to show where something has been done well – or that has met the LO or SC.

Consideration is to be given to the use of a purple highlighter to identify areas of work which have shown that the child can use the success criteria for the more able

**This is not necessarily to be done for each piece of work, but could be at the end of a unit or teaching sequence and is especially beneficial after a BIG Write.** In Maths it could also be used to highlight a mistake or misconception with a strategy. Highlighting must be followed with a diagnostic comment to help the child move forward.

### **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.**