



Rationale

Improving learning through assessment is aided by the provision of effective feedback to pupils who need to be able to assess themselves and understand how to improve. The marking of pupils' work is therefore an important part of teacher assessment. This policy sets out how staff at King's Gate Primary School intend to ensure that marking at the school is an integral part of our assessment procedures and is carried out consistently. Effective marking and feedback should also help parents to understand the strengths and weaknesses in their children's work.

Aims

Effective marking should:

- Be clear and meaningful to pupils, teachers and parents.
- Provide clear feedback to pupils about the strengths and developments in their work.
- Point out the next steps for consolidating or moving on the learning.
- Recognise, encourage and rewards pupils' effort and progress.
- Provide a record of pupils' progress.
- Encourage pupils to strive to improve.
- Relate to targets and lesson objectives.
- Be sensitive to the needs of the child.

Children should be told the success criteria before work is started.

i.e.

Maths or English Targets

Guidelines

- Any colour of pen can be used as long as it is in contrast with the pupil's pen or pencil and not red.
- Good presentation is expected from the teacher & pupils, following school agreed style.
- Marking should celebrate success, in order to raise self-esteem and encourage all children to work to their full potential & identify their next steps for learning.
- Marking should relate to the learning objectives and may refer to the child's targets and previous targets.
- Key words spelt incorrectly should be identified for children to correct themselves (appropriate to their age or ability).
- When marking English, the Reading and Writing Milestones will be used and shared with the pupils so that they understand what they are working on, what they have achieved and their next steps.

- Sometimes a piece of work may be marked with a single tick to show that this has been completed successfully. However, if not completed successfully a comment should be made.
- English and Mathematics must be **'quality marked'** at least once a week – with time planned for the children to respond, i.e. marked in detail, against the objective, giving detailed advice on how to improve and what to work on next. In KS1, verbal feedback will be given where appropriate and noted in the child's book. If verbal feedback is used in KS2 a few bullet points of improvements discussed should be marked against the work and code.
- All foundation subject work in books must be marked and acknowledged.
- As pupils become able to correct their own work, written work may be marked with codes as detailed below.
- Time should be given for pupils to work on feedback during a timetabled review session (Y2-6) or immediately after the session (FS2 & Y1).
- Teachers will use feedback from marking to inform future targets and planning.

Marking Codes

At the end of every session, the piece of work will be assessed using the following codes, when relevant:

SP _____ (underline) : to indicate incorrect spelling. The pupil will then have to either copy or check that spelling by finding it and then re-writing it 3X.

P: punctuation is missing.

Gr: grammar error

? ~ : does not make sense

^ : word missed out.

° : around the letter to show that a capital is missing or punctuation.

Paired – Working with another child, but with no targeted adult intervention.

VF – Verbal feedback given

S - Scaffolded

WALT ✓ Achieved

WALT X Not Achieved Learning Objective

Marking Codes In FS2/KS1

TG – Teacher Guided (group or individual)

TAG – TA Guided (group or individual)

TS – Teacher supported

TAS – TA supported

I (FS, Y1 & Y2) Independent other year groups it is assumed unless otherwise stated.

In KS2

TA 1:1 -TA in a 1 to 1 situation.

TAG - TA with a group of children

T 1:1- Teacher 1 to 1

TG – Teacher with a group

I – (FS,Y1&Y2) Independent other Y groups it is assumed unless otherwise stated.

Feedback

- When giving written feedback it is expected that it will be progressive and build on prior learning. The written feedback should impact on the child and give pointers to improve or extend learning and master concepts.
- When giving verbal feedback it is expected that the teacher will have a discussion with a child following the same format as agreed in this policy. The teacher will then annotate the pupil's book with up to 3 bullet points as a record of what has been discussed.
- The following stamps will be used as appropriate:



What went well:

Celebrating success – linked to previous learning or WALT



Even better if:

Area to develop or progress the learning



Next steps:

(Now try this) Task to develop the learning and demonstrate success

- Pupils response to marking will be in a purple pen. There is an expectation that all pupils will respond to all feedback.
- Teachers will check feedback has been responded to appropriately by initialling or comments if necessary to show that they have also made a 2nd check.

Self- Assessment

- Sometimes pupils will be encouraged to mark their own work, however this still needs to be checked by the teacher to address misconceptions and plan for future learning.
- Highlighters, coloured pencils or ticks may be used by the child to highlight that the learning objective/success criteria has been achieved.
- Children will be encouraged to edit/improve their own work – with their purple pen of progress from Year 1 upwards.

Monitoring

The Senior Leadership Team, Subject Leaders and the Head of School with the School Improvement Adviser or Governors/Trustees will look at samples of pupils' books on a regular basis with a different focus each time (as per our continuing self-evaluation procedures). A selection of books, representing all levels of ability, will be checked at regular marking-sharing sessions attended by all teachers to ensure consistency of approach.

See also:

Appendix 1 – Presentation Guidelines.

Next review date: December 2027

Appendix 1 Presentation Guidelines

English Work

1. Pupils will start in pencil and have to earn the right to work in pen. The use of pen may be reviewed if work becomes untidy.
2. Pupils should normally use school issue pens.
3. Titles for each piece of work: WALT (We Are Learning To) and long date - all underlined with a ruler. Set out as below:

Friday 18th March 2022

WALT: Show that we can use paragraphs in our writing.

I will start my piece of work here...

Teachers or TAs may need to write in the WALT or stick a slip of paper into the child's book.

4. Any mistakes made should have a single line drawn through them and the correct word written above or next to it.

Mathematics Work

1. All Maths work to be done in pencil.
2. Each digit should have its own square.
3. All straight lines to be drawn with a ruler (KS1 to attempt)
4. All work to have a title / WALT and the short date - underlined with a ruler (KS1 – as appropriate to the pupil's level of ability. Teachers or TAs may need to write in the WALT or stick a slip of paper into the child's book) – Target link to be written.
5. Mistakes are to have a line drawn through them, so that the teacher can see the misconceptions that have been corrected. Rubbers are to be only used when constructing diagrams.

General

1. All books to be labelled by the teacher with named printed stickers and subject icons. Appropriate PAG coloured stickers should be stuck on all Maths and English Books.
2. All book work and work on paper to be dated (at least with a short date).
3. Good presentation is expected and no graffiti is allowed.
4. Any colour that needs to be added to a piece of work in a book should be done with coloured pencils. Felt tips can be used on loose sheets of paper.
5. Diagrams / pictures are always to be drawn in pencil within books (rubber can be used as necessary)