



Althorpe and Keadby Primary School

Marking Policy

Approved by: Althorpe and Keadby Primary School Governing Board

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Reviewed By: Teaching Staff

Rationale

Marking and feedback has three purposes:

1. Understand what they have done well
2. Understand how to improve
3. Make visible signs of improvement as a result of feedback

To ensure all pupils understand what they have done well they need to know both what they have done well and the reason for it. Discussions with pupils about recently marked work should display a good understanding of both these points.

To ensure all pupils know how to improve, we use a mixture of *challenge*, *reminder*, *process* and *example* prompts, as appropriate to help pupils understand (see appendix). This may be done through comments, questions, discussions or diagrams.

Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers should ensure time is given to act upon the guidance and make improvements (Fix It Time).

Consistency

The three purposes of marking should be evident in all classes and all subjects throughout the school. However, approaches may differ. Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking should be developed.

To maintain consistency across the school we have agreed some common principles which will apply in all classes.

Principles

- Feedback, either written or verbal, should be integral to lessons and should provide a dialogue between teachers and pupils that address errors and misconceptions at an early stage.
- Marking and feedback should be linked to learning objectives.
- Whenever possible teachers should provide individual, verbal feedback to pupils during the course of the lesson, to enable pupils to act on advice given to improve their work there and then. Whenever verbal feedback has been given, written work will be annotated with the symbol **VF**.
- Teachers annotate pupils' recorded work using highlighter pens. Green highlighters are used to identify what a pupil has done well. Yellow highlighters are used to identify what needs to be improved.
- Written comments should be written in green pen; and be succinct and accessible to the child. Feedback should clearly identify what a pupil has done well, annotated with a green highlighter -. Comments identifying how to improve their work should be written in green pen and highlighted in yellow.
- Incorrect spelling of age appropriate keywords should be written at the bottom of the page, where pupils will correct their spelling and copy the word three times. Underline the incorrect spelling in yellow highlighter and write sp next to it.
- Underline a word, sentence or phrase which needs uplevelling- underline with a yellow highlighter and write uplevel next to it.
- Effective marking in mathematics is not about giving ticks and totaling marks. The focus should be on accuracy and misconceptions, not the success rate out of 20.
- A cross (x) should be used to point out errors. However, if a pupil has made a number of errors only the first or significant ones are identified in this way. Where a pupil has shown their working out, errors should be identified using a yellow highlighter.
- Pupils should be given specific time (Fix It Time) to read, reflect and respond to marking and feedback during the lesson and/or during the next lesson.
- Where appropriate, and after considerable modelling, pupils may mark a partner's work and provide feedback (2 stars and a wish).
- Self-marking should be used where appropriate e.g. mental mathematics

and spellings. The emphasis should be on pupils addressing their misconceptions as well as providing opportunities for early teacher intervention.

Appendix 1

Challenge:

Can you explain why the solution is saturated?

Where do you think the water has gone? What scientific procedure has occurred?

Can you change this simple sentence into a compound sentence by using *and*, *but* or *so*?

Apply calculations to a mathematical problem to show application.

Reminder:

'He was a bad monster'

Can you think of a better adjective than *bad*?

Remember to use a range of sentence types in your final draft.

Step:

$$34 \times 2 = ?$$

$$\text{Try this } 46 \times 2 = ?$$

$$30+4$$

$$40+6$$

$$\underline{30+4}$$

$$\underline{40+6}$$

$$60+8 \quad 68$$

1. Read through your work.
2. Identify two sentences where you could use a subordinate clause at the beginning.
3. Now show this below.

The boy, *who wore glasses*, was extremely good at chess.

Try this one:

Cinderella who was hated by the ugly sisters wanted to go to the ball.

'He was a bad monster.'

Try one of these words, or think of one of your own – ferocious, terrifying, evil

Symbols for Feedback/Marking: KS2

LO✓	Learning objective achieved
?	This doesn't make sense
^	Some words are missing
Yellow dot	Punctuation error/missing punctuation
//	New paragraph
NL	New line
X	Mistake
<u>Underline word</u> in yellow highlighter and write sp next to it write the word at the end of the child's piece of work to be copied three times	Spelling Mistake
VF	Verbal discussion with child
(I)	Independent work
(S)	Supported work
(G)	Guided

Symbols for Feedback/Marking: KS1

LO✓	Learning objective achieved
?	This doesn't make sense
1T	1
^	Some words are missing
Yellow dot	punctuation error/punctuation missing
<u>Underline word</u> in yellow highlighter and write sp next to it write the word at the end of the child's piece of work to be copied three times	Spelling Mistake
VF	Verbal discussion with child
(I)	Independently done
(S)	Supported
(G)	Guided