

Marking Policy

Beech Hill School



Approved by: Sara Cockroft

Date: 1st July 2023

Last reviewed on: July 2023

Next review due by: July 2024

At Beech Hill, we believe that the marking of pupils' work should provide excellent opportunities to ensure pupils are well motivated, have good self-esteem and clear direction. Marking allows pupils to see the quality of their work and gives clear guidance for improvement. It is a powerful assessment tool and provides a diagnostic analysis of the level of pupils' understanding and achievements. It is also a very effective medium for providing feedback to children about their progress.

The core aims are as follows:

- Provide clear feedback to pupils about the strengths and weaknesses in their work.
- To recognise, encourage and reward pupils' effort and progress.
- To motivate children to produce high quality work and make progress.
- Marking will celebrate success and encourage all children to work to their full potential.
- To help children to improve their work by identifying and explaining errors and setting challenging, but achievable targets.
- To offer children an opportunity to monitor and assess their own work.
- To foster a culture whereby it is good to make mistakes and learn from them.
- To inform future planning around the needs of the child.
- Help the pupils and their parents understand strengths and weaknesses and how they can improve.

Good marking occurs when it is as follows:

- Clearly related to the aims of the lesson.
- Meaningful for the individual child.
- Used to inform the child what they have done well and what they need to improve.
- Used to inform future planning.
- Positive and constructive, with appropriate praise given.
- Encourages a dialogue between teacher and child.

Foundation Stage Marking Policy

- Use of stamps to indicate whether a piece of work is adult-led or independent
- Where appropriate, comments to show recognition of children's achievements
- All comments written by adults should be written in non-cursive.
- Use verbal feedback to show next step and how the children can improve their mark making/writing.
- Literacy and Maths next steps are displayed in the classroom to enable practitioners to support pupils' next steps during the free-flow provision time.
- Sometimes a piece of work will be marked with a single tick that shows that it has been completed successfully. This is particularly appropriate for pieces of work which are designed to allow children to practise and consolidate learning.

OR

- Use of Seesaw to collect observations of 'WOW! Moments' ensuring this doesn't entail prolonged breaks from interaction with children (*See EYFS Policy: Planning and Assessment*). Observations can be in the form of photo or video.
- Observations may include speech samples of the language used by the pupil
- Observations are saved in a Seesaw folder to indicate which Educational Programme the observation is linked to
- Observations are tagged with adult-led or independent to indicate the level of adult support
- Observations to include the context and a brief outline of the skills demonstrated
- Verbalise next step and plan for children to work on this in planned adult focussed activities/ continuous provision.

Learning Journeys or Writing Journeys and next steps to be shared regularly with children and parents.

Year 1 will be a transition year and the marking code below will be introduced throughout this year.

Marking Procedures

- **Green ink** will be used by teachers for marking to ensure it is in contrast to the pupil's written work.
- **Purple ink** will be used by teaching assistants when marking or commenting on work.
- Teachers should write legibly and model good practice of cursive script in years 3 – 6, introduction to cursive in year 2 (when children are ready) and non-cursive in year 1 and EYFS.
- All work should be marked with the level of support, I (independent) and TA/T for adult support.
- Marking should be completed regularly, daily where possible, or when a piece of work is completed.

Marking should occur within lessons and signified by a VF for 'verbal feedback' in the margin. This should be done as regularly as possible to provide instant targets and comments on progress.

Teachers will use feedback from marking to inform future targets and planning.

Wherever possible, marking will be related to a clear learning objective, which has been shared with the children. Handwriting and spellings will be checked and corrected or commented on in all pieces of work as necessary.

When written comments are made by staff, questions are sometimes usefully employed which the child should then be expected to write an answer to, e.g: *What is the rule for calculating the volume of a cube?* Questions can also be fairly open-ended to prompt a reflective response, e.g: *What do you think about...?*

Comments should show recognition of children's achievements and indication of the next steps in their learning.

Sometimes a piece of work will be marked with a single tick that shows that it has been completed successfully. This is particularly appropriate for pieces of work which are designed to allow children to practise and consolidate learning.

A particularly successful piece of work may be awarded recognition from the class teacher in line with the school's system of rewards – e.g. a special stamp or sticker.

Every effort should be made to allow time for pupils to reflect on teacher's written comments and edit/improve their work using **pink pen** or **blue pen/pencil** for longer editing.

To ensure consistency in marking throughout the school, Beech Hill adopt the following:

The Marking Code

See Marking Code – separate sheet

Stampers used to adhere to this code

Teachers will mark work in green pen

Teaching Assistants in purple pen

Students and supply teachers in turquoise pen

Peer Assessment/ self-assessment by the children to be carried out in coloured pencils/pink pen.

English

In English, teachers will mark children's written work using the marking code above. Where necessary, teachers will assess against the criteria for their year group by using a tick above any correctly and independently used features from the assessment framework, or use an assessment tick list at the end of a longer piece of writing. Where necessary, children will be provided with useful targets to progress indicated by an arrow to show target setting. Teachers will monitor any targets set and allocate new ones accordingly.

Mathematics

A comment to be made on whether each objective (Can you statement) has been achieved or working towards for each piece of work. Children will be provided with challenges to embed independent learning. These may be hand written by an adult or a printed question. Catch Up, Numberstacks or LBQ (in y5 and y6) will be used to plug gaps or revise concepts. Catch up will be indicated in maths books. Simple ticks for correct answers and dots for any that are incorrect. Children to correct their mistakes in pink pen. VF to be used when verbal feedback is given.

Science and other curriculum areas

Simple ticks for correct answers and dots for any that are incorrect where questions are involved. Children to correct their mistakes in pink pen. VF to be use when verbal feedback is given. **Can be removed.** Sometimes children will be provided with additional challenge questions to embed independent learning. Catch Up will be used to plug gaps or revise concepts.

If completing extended pieces of writing follow the English marking as above.

Spelling and Grammar

Stamps are used to tell children what improvements need to be made (see marking code).

Teachers use their discretion and knowledge of individual children to decide whether to identify the spellings that need to be corrected or whether children should self-edit in pink pen. With more adventurous vocabulary, teachers should provide the correct

spelling as a reference for the child. Grammar errors can be indicated by a wavy line to pinpoint the mistake clearly to the child.

Children should be encouraged to write and not be restricted by the need to spell all words correctly in the drafting stage of writing, but errors should be made clear when marking and children should be given time to use the classroom tools to correct mistakes frequently in lessons.

Topical vocabulary and common exception words should be easily accessible to children in all subjects.

Seesaw

Children's mistakes to be picked up on and either corrected or feedback given to direct the child to correct.

Children's work/posts to be acknowledged by an adult with a minimum of a 'like' and a short comment if possible/needed.

If feedback has been given by an adult that requires action, ensure it is acted upon.

If work or messages are posted by children or families outside of school hours, there is no expectation that they have to be responded to straight away. They can be responded to in a timely fashion the next day within school hours. This is to maintain a work-life balance for all staff.

Presentation of work

Foundation Stage - a range of mark making implements to be used - pencils to be used for focused writing activities.

Year 1 – use pencils for all work

Year 2 upwards – use pencil for maths work in all year groups and pencil or blue pens for writing when they are ready and in consultation with children

- Draw a margin if needed
- The DUMTUM rule of presentation should be followed in all lessons
- The date to be recorded on the top line next to the margin (left hand side)
- Short date written for maths (e.g. 23/1/22) and full date for English and all other subjects
- The main 'Can you..?' statement or title to be written on the third line. In English, a title will always be written rather than a 'Can you..?' statement
- Underline the date with a ruler from year 2 upwards
- Miss one line and start the work
- Crossings out to be made with one neat line
- Use sharp pencils (and crayons) for diagrams
- Use a ruler for drawing straight lines and tables etc.

Children with Special Needs

For some children who have special needs, the date and title may be stuck in their books or an adult may scribe it for them. Some children will use laptops to record their written work and then use pink font to correct mistakes and adapt as needed or use pink pen when it has been printed out. Where children find it hard to form letters of the correct size, yellow highlighted lines may be added to their books to support them to size their letters appropriately.

Peer and self-assessment

Teachers should aim to promote children's self-assessment by linking marking and feedback to engage the child in his or her learning. This includes sharing the outcome for the task right from the outset.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Children should be given the opportunity to improve their work through self-analysis and support each other through peer assessment.

Monitoring and Review of the Policy

Marking is regularly monitored by:

- The senior leadership team through teaching and learning observations.
- The subject leaders through planning and workbook scrutinies.

This policy will be updated on an annual basis, so that we can take account of the changing nature of our practice.