

Marking Policy

Beech Hill School



Approved by: Sara Cockroft

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“Effective Marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking their outcomes and making decision about what teachers and pupils need to do next, with the primary aim of driving pupil progress.” (*Report of the Independent Teacher Workload Review Group*).

Findings from research by the EEF, found in average the provision of high-quality feedback lead to significant progress over the course of the year. Marking and feedback can take different forms: peer, self, group, teacher marking or verbal. Great teaching uses a combination of these as appropriate for the learning. 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 information to children about their progress. Marking needs to be meaningful, manageable and motivating.

The core aims are as follows:

- Provide clear and meaningful 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.
- To 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.

Good marking occurs when it is as follows:

- Clearly related to the aims of the lesson or success criteria.
- Meaningful for the individual child.
- Used to inform future planning.
- Positive and constructive, with appropriate praise given.
- Encourages a dialogue between teacher and child.
- Provides strategies to help the pupil improve
- Occurs as the pupils are doing the learning

At Beech Hill, we believe that the process of marking and offering feedback should be provided in the moment, it is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed.

Staff should promote children’s self/peer assessment into a wider process of engaging the child in his or her own learning.

Wherever 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. Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly.

Non-Negotiables Marking

At Beech Hill School, the 'In the Moment' marking approach is adopted to enable children to receive effective and instant feedback to feed forward. Verbal feedback and dialogue should be embedded within every session. Staff will effectively intervene in the moment and give feedback, including for the following purposes: re-modelling misconceptions, consolidating learning and moving the learning forward. Marking in the form of ticks to indicate correct answers or identified mistakes should be pointed out to children to enable them to take greater ownership through self-regulation.

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 be 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 are not expected to add a written comment to explain what was shared during verbal feedback.

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. Detailed comments only need to be added when a teacher deems this necessary.

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/house point(s).

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 *This is to be used at the teacher's discretion and is only necessary for extended pieces of writing.

See Marking Code – separate appendix 1

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 pink pen from Y1 upwards (pencil to be used until children are ready for pink pen in Y1).

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. Catch up will be indicated in books.

Mathematics

- All pupil calculations are to be marked with a greater emphasis on 'in the moment' marking and opportunities for self/peer marking across lessons
- Children to correct their mistakes in pink pen.
- Simple ticks for correct answers and dots for any that are incorrect.
- VF to be used when verbal feedback is given.
- Incorrect calculations should be corrected – rubbers are not to be used
- Where a child has a number of mistakes – the teacher is to decide which of the mistakes they would feel it would be beneficial to review
- Where there are no errors, children should be given challenges to deepen their knowledge. **These could be written by the adult or printed questions**
- 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.
- OA (objective achieved) /WT(working towards) are used to indicate whether each objective (Can you statement) has been achieved or working towards for each piece of work.

Science and other curriculum areas

- 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.
- Sometimes additional challenge questions to deepen knowledge.
- Catch up will be used to plug gaps or revise concepts.
- If completing extended pieces of writing follow the English marking as above.
- Feedback in art and design, PE, DT and music will be verbal.

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 made in lessons.

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

Seesaw

Teachers to decide which 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.

Children with Special Educational Needs

When marking the work of children with Special Educational Needs and Disabilities, the range of abilities will be considered and reasonable adjustment will be made to ensure they are able to access the curriculum. This will include the following:

- 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.

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.

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 **and ensure that marking workload is manageable for teachers.**

The marking code has been agreed by teachers and will be monitored by SLT and the English Leaders through book scrutinies and pupil voice to ensure it is manageable and meaningful in guiding pupils with improving their writing.

Appendix 1 – Marking codes

Beech Hill Marking Code in EYFS



Pencil grip



Letter shape



Number shape



Finger spaces



Capital letter



Full stop

VF Verbal feedback from adult
 ✓ Successes in writing

Beech Hill Marking Code in Year 1



Capital letters



Finger space



Letter position



Letter shape



Number shape



Capital for I



Full stop missing



Spelling mistake

Neat work
 - 1 house point



Star Writing
 - 3 house points



VF Verbal feedback from adult
 ✓ Successes in writing
 → Next step target

Beech Hill Marking Code in Year 2



Letter formation



Letter position



Number formation



Finger space



Capital letters



Check full stops



Capital for I



Spelling mistake



Check sentences



Star Writing - 3 house points



Neat work - 1 house point



- VF Verbal feedback from adult
- ✓ Successes in writing
- Next step target

Beech Hill Marking Code in Year 3



Check capital letters



Spelling mistake



Write neatly



Finger spaces



Check punctuation



Edit with an adult



Check paragraphs

- VF Verbal feedback from adult
- ✓ Successes in writing
- Next step target



Star Writing = 3 house points



Excellent presentation = 1 house point



Beech Hill Marking Code in Upper School



Check capital letters



Spelling mistake



Write neatly



Check paragraphs



Edit punctuation



Check tense and sense



Change a word



Link your ideas

VF

Verbal feedback from adult



Successes in writing



Next step target



Star Writing = 3 house points



Excellent presentation = 1 house point