Thorpepark Academy

MARKING POLICY

1	Summary	Marking policy				
2	Responsible person	Tracey Johnson				
3	Accountable SLT member	Caroline Knight				
4	Applies to	☒All staff ☐Support staff ☐Teaching staff				
5	Who has overseen development of this policy	Caroline Knight				
6	Who has been consulted and recommended policy for approval	Governors – August 2023				
7	Approved by and date	Governors – August 2023				
8	Version number	7				
9	Available on	Every	☐Y ☒N	Trust website	☐Y ☐N	
				Academy website	☒Y ☐N	
				SharePoint	☒Y ☐N	
10	Related documents (if applicable)					
11	Disseminated to	☒Trustees/governors ☒All staff ☐Support staff ☐Teaching staff				
12	Date of implementation (when shared)	September 2023				
13	Consulted with recognised trade unions	☐Y ☐N				

Contents

1. Introduction

1.1 We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment – including self-assessment. Marking will encourage learners to be aware of how and what they are learning. The emphasis in marking will be on a child's achievement and what the next steps need to be in order for the child to further improve. These improvements will link to targets set for individuals, groups or the whole class. Marking will encourage the learners to be equally aware of 'how' and 'what' they are learning.

2. Implementation of the policy

2.1 Key principles and guidance for marking:

* Marking is only of value if comments are read and responded to.
* All work marked by a member of staff should be in green.
* Live marking is essential to give live feedback to the child.
* Teachers and TAs understand it is a school expectation that they will mark children's work.
* Work marked by the children should be in a purple pen. Pupils should be encouraged and trained to mark their own and other's work where they highlight success and improvement. WTS, EXS, GDS statements should be used by the children for self-assessment.
* Stickers to be used and highlighted by teachers or TAs. Stars to be used for children who have achieved something additional to the learning objective. Wishes are to be given where appropriate e.g. if the child is assessed as WTS then a wish could be given to help move them to EXS. Challenge questions can be given to deepen the child's knowledge.
* Marking must be manageable and not all pieces can be quality marked. Regular and frequent written feedback will be given to children in an appropriate way for their age and ability. Any work that is distance marked should be written in child friendly language and follow the marking code below.

2.2 Marking code

VF	Verbal feedback given
HW	Letter formation/Handwriting
☝ **or I**	Finger spaces
CL	Capital letters
. or ⨀	Full stop or other punctuation needed or circled if used incorrectly.
^	Word missed out
//	New paragraph needed
Sp	Spelling

- Any other punctuation marks should be put in the margin eg. , '

Stamps may be used to show working in a group with a teacher, with a teaching assistant or independently.
* All marking will be positive, informative and constructive
* Comments should model the handwriting policy and be spelt correctly
* Maths and other closed tasks should be marked with a tick and a ?/. put next to incorrect answers.
* In mathematics (especially during calculations) children should be encouraged to leave incorrect answers and not rub them out.
* Any calculations, sentences etc that need to be corrected should be indicated in 'Next Steps' comment where appropriate.

Useful 'wishes' are:
Reminders - What else could you say here?
Scaffolds – What was the dog's tail doing? The dog was angry so he......! Describe the expression on the dog's face.
Examples – Choose one of these – He ran around in circles looking for the rabbit/ The dog couldn't believe his eyes.

2.3 Marking spellings:

- Highlight any Y1/2, 3/4, 5/6 common words list spelt correctly

- Year 1 and 2
underline the error (maximum of 3 relevant to the child's phonic knowledge). Adult models with sound buttons, child then copies onto sound buttons
e.g baot b oa t   • ___ •
                    • — •

- KS2- children to find their own spellings
- Pupil corrections to be done in purple pen
- Year 3 and 4
Told which line the spelling is in (sp in the margin)
- Year 5 and 6
Told which paragraph the spelling is in (sp at the end of the paragraph)

If a pupil is working below age related expectations then the marking policy will apply for the developmental stage of the pupil rather than the year group they are in.

2.4 Modelling

*Punctuation marks relevant to the child's age-related expectation will be marked. Punctuation mistakes will be written in the margin for the child to put in. KS1 and pupils working below age related expectations will need more specific guidance.
*Poor letter formation must be addressed in all pieces of work with pupils focusing on one letter or letter set overtime until it is correct.
*Time should be given to children to correct, redraft, edit, add and respond. Corrections and responses should be completed below the last piece of work.
*Marking will inform teachers' judgements on how a child is progressing in relation to the whole class, Age Related Expectations and the child's individual ability and will be used to inform teachers' records and reports to parents.

The whole purpose being that, where possible, marking does the following;
A. Highlights success – where the child has achieved positively against the success criteria e.g. maths strategy met LO
B. Provides a wish to help children make improvements.
These can occur in different ways e.g.

- a reminder prompt
- a scaffold prompt
- an example prompt

2.5 Oral Feedback

The purpose of oral feedback is to provide an instant response to the pupils' achievements, identify the next steps to learning as well as responding appropriately to the mistakes that they make. Teacher's feedback will provide pupils with the information they need to achieve the next step and make better progress. Feedback will always be constructive and sensitive because any assessment has an emotional impact. The following are a number of ways oral feedback can be given:
*Focus on being constructive and informative to help pupils take the next steps in their learning
*Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said)
*Whole class or group marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling
*Opportunity to model the language pupils can use when responding or giving feedback to others
*Developmental feedback- recognise pupils' efforts and achievements and offer specific details of ways forward.
*Emphasise the learner's progress and achievement rather than failure.

2.6 Self and Peer assessment

From Foundation Stage children will be trained in self and peer assessing. Children can mark their own work against the learning objective and on occasions can be involved in shared marking. This is important for encouraging children to become more independent and responsible for their own learning. Time needs to be built into the

lesson for this to be possible and allow children to reflect in structured ways. This can be recorded in various ways depending on the year group and the activity to be assessed.

Some examples are but not limited to:
*Use of thumbs up and thumbs down. To avoid peer pressure this can be carried out with eyes closed. 2 thumbs up to show when a child has understood or achieved their learning objective and 1 thumb up to indicated when the child has not fully achieved or understood it.
*Smiley face system; the happy face represents a child who has fully achieved the objective, the middle face represents a child who has partially achieved the objective and the sad face represents a child who needs further support with a particular objective.
*A next step (wish) and/or a star.
*Oral, usually in the form of paired talk.
*Decide with your 'talk partner' which aspects have been most successful, and which one needs help or could be taken further.

2.7 Response to marking
All pupil should be taught to respond to marking and comments made should improve the quality of their piece of work.

2.8 Monitoring of Marking
Through whole school and phase moderation and scrutiny, the effectiveness of marking will be evaluated to ensure all marking is providing pupils with the opportunity to make progress. The marking policy will be reviewed every year.