



Heathfield Junior School Marking Policy

General Information

- Marking in all subjects should be in **black pen** for positive comments and **red pen** for improvement points or other prompts.
- The current school handwriting style is Jarman (from September 2017 children in Year 3 will continue the cursive style they have learnt in Key Stage 1). Adults should ensure that their marking comments are clear and easy to read.
- All work should be acknowledged by the teacher before it is returned to the children.

English

The school's English marking policy is supported by the extensive research that has taken over the last 30 years place, about the importance of feedback in the learning process. The most recent contribution "A Marked Improvement" (EEF January 2016) states that *"Feedback should be specific, accurate and clear; be given sparingly so that it is meaningful and that the use of targets to make marking as specific and actionable as possible is likely to increase pupil progress."* The report also stresses the importance of effective professional development for teachers in developing their marking and feedback skills.

General:

- Step progress is reviewed and moderated by the year team at the end of each half term and grids are updated.
- All work be marked in the week to show the child that you have read and appreciated their work.
- Supply/ cover teachers/HLTAs must follow this policy.
- Handwriting when in pen should be in a blue school handwriting pen and should represent the child's best handwriting

Quality Marking

- A quality, in-depth mark takes place regularly. Year groups identify the most appropriate and informative pieces within a teaching sequence that will be quality marked so that this is consistent across all classes in the year group.
 - A particular phrase or sentence that is a successful example of child's target is highlighted with a **green highlighter**.
 - The marking comments then start with a positive comment (**written in black pen**).
 - This is followed by improvement comment which relates to the child's personal target (**written in red**).
 - This comment must include a short "follow up" activity for the child to do at the start of a subsequent lesson.
 - Tasks should be appropriately scaffolded to the child's current writing step (See appendix 1 for examples of prompts)
 - Time is allocated at the start of the next lesson for the teacher and pupils to revisit the marked piece of work to ensure understanding of next-step learning and maximise positive feedback on work. **This should be acknowledged with a tick and initials.**

Maths:

The school's maths marking policy is supported by the guidance produced by NCETM in April 2016, in particular *"The most important activity for teachers is the teaching itself, supported by the design and preparation of lessons...It should not be a routine expectation that next steps or targets be written into pupils' books. The next lesson should be designed to take account of the next steps."*

- Individual work **must** be reviewed by the teacher at the end of all lessons, including when it has been marked in class by the children.
- Work should be marked for accuracy (right or wrong).
- Any misconceptions that require further work for individuals or a group of children will be marked with '**GGN**' (guided group needed). The guided group will be delivered by an adult during the next lesson.
- The work undertaken in the follow-up group will usually be recorded in their books. If the follow up is verbal or on a whiteboard teachers need to annotate the pupil's book with this information.
- If there are too many GGN's then the whole lesson will need to be redesigned and the concept taught again the next day.
- If all children understood the learning then further challenge may be considered, if appropriate.

Science/Think-Link

The schools marking policy for the following subjects is supported by the recommendations of the Workload Review Group in March 2016, notably *"Marking should solve a single purpose-to advance pupil progress and outcomes...Marking policy is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers."*

- Work must always be acknowledged and include a question that clarifies, provokes thought or extends a pupil's knowledge. Time must be given to allow for a response or thought.
- Pupils' subsequent responses to questions must be acknowledged with a tick and the teacher's initials.

R.E.

As the expectations for teaching and learning have changed, more time will be spent challenging children to respond to philosophical questions, ideas and practices by people from all faiths and none. Activities will be more creative, and recorded work in books (a minimum of one piece per half term) may be photographic or artistic, as well as written. These will be in response to a philosophical question or reflection, so a brief comment by the teacher, acknowledging a child's thoughts, is most appropriate. For example:

*A great interpretation of heaven!
I love your plans to change the world.
Your freeze-frame really communicates joy.
Your symbol for peace is so thoughtful.*

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