



## Heathfield Schools' Partnership Marking Policy

### General Information

- The schools' handwriting style is cursive. 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.
- In **Key Stage 1** marking is in **purple pen**. In **Key Stage 2** is in **black pen** for positive comments and **red pen** for improvement points or other prompts.
- In Early Years, evidence of children's learning is gathered through a variety of means and annotated when appropriate but is not formally marked.

### English

The schools' 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 schools believe that:

*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 the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. Marking should be meaningful, manageable and motivating.*

**How feedback is given is age appropriate and so varies across the different phases of the school**

### Key Stage 1

These symbols are used to help children understand how well they have achieved the learning objective.



**Well done, success criteria met.**



**Improvement point.**

- Where possible, marking alongside the child/guided group is desirable. Use the **VF** code to indicate that verbal feedback has been given.
- Written feedback acknowledges what a child did well and what they could do to improve, referring to writing steps or individual targets. NB A stamp is usually used to indicate target/next step.
- Writing step sheet should be updated regularly.
- Children's writing that cannot be easily read should be annotated on the bottom of the page.
- Spellings will usually be corrected when they have been taught and teachers should use their judgement as to how many words to correct for each piece of writing.
- Each piece of work should be stamped at the top indicating if it was achieved independently, TA assisted or teacher assisted. NB more than one stamp may be used for different parts of a task, or the stamp may be annotated (e.g. independent ideas, TA assisted for recording)
- Step progress is reviewed and moderated by the year team at the end of each half term and

grids are updated.

## Key Stage 2

- Writing step sheet should be updated regularly.
- Step progress is reviewed and moderated by the year team at the end of each half term and grids are updated
- 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.
  - 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 schools' 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."*

## Key Stage 1

- Mark work using a purple ✓.
- Indicate that children have made a mistake by use of a ● Where appropriate children should have another go at the answer.
- Stamp each piece of work indicating if it was achieved independently, TA assisted or teacher assisted.
- Teacher to address any misconceptions at the beginning of the next lesson.

## Key Stage 2

- All work in children's books needs to be marked by the teacher in order to motivate the children.
- This could be a positive comment in black pen (Wow- what a clear explanation!) or a development point in red (Next time, you need to ensure your explanation makes sense.).
- In maths, individual questions should also be marked for accuracy (right or wrong).

The teacher will then assess the children's work, along with the performance in class, with one, two or three ticks based on their understanding:

	Full understanding
	Part understanding
	Poor understanding

For each child that has **one or two** ticks, the teacher will write the initials of the action they will take:

<b>VF</b>	Verbal Feedback- This would be 1:1 or 1:2. This could be in the next lesson or at another appropriate time within class.
<b>GGN</b>	Guided Group Needed. The teacher will take a small guided group at the start of the next lesson to address missing key knowledge.
<b>RT</b>	Re-Teach. The majority of the children did not understand e.g. they had one tick. The teacher would need to adapt the planning and reteach the lesson.

## Science/Humanities

The schools marking policy for these 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."*

### Key Stage 1

- Topic work (including history, geography and RE) often does not require an individual written outcome and so children do not have individual books. Examples of children's work are kept in shared Topic Books and are annotated with the context of the lesson but not marked.
- In science, work is stamped to indicate whether completed independently or with support. Marking is minimal (usually a purple tick to acknowledge that the teacher has seen it) with any misconceptions picked up verbally.

### Key Stage 2

- All work in children's books needs to be marked by the teacher in order to motivate the children.
- This could be a positive comment in black pen (Wow- what a clear explanation!) or a development point in red (Next time, you need to ensure your explanation makes sense.).

The teacher will then assess the children's work, along with the performance in class, with one, two or three ticks based on their understanding:

	Full understanding
	Part understanding
	Poor understanding

For each child that has **one or two** ticks, the teacher will write the initials of the action they will take:

<b>VF</b>	Verbal Feedback- This would be 1:1 or 1:2. This could be in the next lesson or at another appropriate time within class.
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<b>GGN</b>	Guided Group Needed. The teacher will take a small guided group at the start of the next lesson to address missing key knowledge.
<b>RT</b>	Re-Teach. The majority of the children did not understand e.g. they had one tick. The teacher would need to adapt the planning and reteach the lesson.

Updated: October 2022

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