



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.



Your next target is, next time try...

- 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.
- 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 indicating if it was achieved independently, TA assisted or teacher assisted.
- 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.
- Tick each step of the SC which a child has met.
- In Year 2 ITAF/Assessment sheet should be stuck into the front of each book for recording assessments.
- Teacher to address any misconceptions at the beginning of the next lesson.

Key Stage 2

- 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/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

- Work must always be acknowledged and include a **red 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.

Updated: July 2019

Ratified by Full Governors July 2019

Review Date: July 2021