



CAM WOODFIELD JUNIOR SCHOOL

HEADTEACHER Mrs Louise Bennett

Marking Policy

March 2018

Date of next review, March 2019



Together, we learn, laugh and grow to be the best we can be.

Marking Policy

March 2018

Reviewed by:

Louise Bennett, Headteacher & Full Governing Body

March 2018

Date of next review: March 2019

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Marking Policy Ratified	March 2018
Date of next Review	March 2019
Who reviewed this Policy?	Louise Bennett & Full Governing Body

CAM WOODFIELD JUNIOR SCHOOL MARKING POLICY

1 Introduction

At Cam Woodfield Junior School we will take a professional approach to marking work and giving feedback on children's work. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

2 Aims

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- move the children's learning forward
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them feedback on key strengths of their learning and areas to develop;
- offer them specific information on the extent to which they have met the lesson objective
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- Provide the ongoing assessment that should inform future lesson-planning.

3 Principles of marking and feedback

The process of marking and offering feedback should be a positive one, giving pride of place and recognition of the efforts made by the child.

The marking should always be in accordance with the lesson's WALT objective and success criteria.

- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made, such as the use of a Teaching Assistant.
- Teachers should clearly show where support was provided or whether it was completed independently. The following codes should be used:-
 - CTS = Class Teacher Support
 - TA = Teaching Assistant Support
 - I = Independent work (this is identified on children's work who would normally need support).
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.

- Whenever possible, marking and feedback should involve the child directly. Therefore, there may be pieces of work that are marked using the code **VF. VF stands for Verbal Feedback and will take place within that lesson.**
- Feedback may also be given by a teaching assistant, or through peer review.
- Feedback is provided through plenaries too, and in group sessions.
- Feedback can identify a child's key learning difficulties.
- Errors that were made by many children should not be the subject of individual comments, but should be noted in planning.
- Marking will be done ready for the next session, if deemed applicable to the learning for subsequent lessons. E.g. the expectation will be that draft and the editing process in English and skill lessons in Maths will be marked to improve a child's understanding and extend the learning.

4 Agreed Marking Procedures

- WALT to be displayed on **EVERY** piece of work
- Learning objective is to be specific to actual learning not doing
- Date and title to be written and underlined
- Differentiated success criteria **MUST** be included (stuck in) to every final outcome piece of work (English) and daily in Maths
- Adults marking children's work will use Green inked pen for 'Go!' and Pink inked pen for 'Pink to Think'.
- All adults marking children's work, will use the 'Marking Margin' down the side of the child's page.
- Children to self-assess or edit their work. In doing so they will use the 'Purple Polishing Pens' to improve their work in English and **C** in mathematics to show that the proceeding calculations are corrections.
- Children must be given time to respond to adult marking.
- Children can use the WAGOLL (What a Good One Looks Like), marking from the teacher and comparing work against the Success Criteria to improve their work.
- Marking code to be followed at all times using pink and green pen across all subjects and the following codes to be used in the margins:
 - P = Punctuation
 - T= Tense
 - G = Grammar
 - ? = Please reread. Does this make sense?
 - R = Repetition
 - SP = Spelling mistake
 - // = New Paragraph
 - WI = Word Improvement
 - ^ = Missed Opportunity

o ● = Mistake

o Green = highlights 'Green to Go!' parts of the work. This can be a word or a sentence.

- o Time **MUST** be given for children to initial and respond to their comments the following day – children to use their purple pens to 'polish' and respond to the marking in both Writing and Maths
- o Spelling mistakes of common words / age related words to be picked up – children to practice x3 times
- o Ensure that there is a balance and consistency of marking between teacher and TA – adult to initial marking comment
- o Ensure that there is a high expectation of handwriting and presentation from pupils / teachers / TA's.

5 Monitoring and Review

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Regular feedback will be sought from the children and book scrutinies will provide evidence of impact.

Approved: *(the below signatures are proof of policy approval)*

Signed-----	Subject Leader	Date-----
Signed-----	Headteacher	Date-----
Signed-----	Governors	Date-----

This policy is a working document for the use of all staff and is subject to staff and governor approval.

Appendix 1

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- Green = highlights 'Green to Go!' parts of the work.
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Teachers should clearly show where support was provided or whether it was completed independently. The following codes should be used:

- **CTS** = Class Teacher Support
- **TA** = Teaching Assistant Support
- **I** = Independent work (this is identified on children's work who would normally need support).

Children to self-assess or edit their work. In doing so they will use the 'Purple Polishing Pens' to improve their work in English and C in mathematics to show that the proceeding calculations are corrections.