

Winnington Park Primary School and Nursery

Marking Policy



Updated: Summer 2024

Review date: Summer Term 2025

Marking Policy

Our School Vision

Our vision is of a community whose members: children, parents, teachers and staff work collaboratively towards achieving an exciting and inclusive school, with high expectations and standards for all, within a happy, caring and secure environment.

Introduction

The marking of children's work is a fundamental part of the process of teaching and learning in school and is an important part of the assessment process. Marking demonstrates a respect for the work produced, allows successes, effort and achievement to be recognised and celebrated and indicates the ways in which all pupils, including disadvantaged pupils and those with SEND can improve. Marking will also encourage the child to look at errors in a positive manner. This is in line with the school's positive approach to self-assessment.

Marking and Assessment for Learning

Whilst marking work, teachers are assessing children's achievements and noting areas of difficulty in order to inform planning of future lessons. This marking policy ensures a consistent approach to marking throughout the school, including opportunities for children to self-assess and peer-edit their learning. Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are, where they need to go and how best to get there. Marking should be against the learning objective and the knowledge and the skills taught, and should identify successes and areas for improvement. Effective questioning, discussion and verbal feedback is also used to inform assessments. Our 'Response To Marking System' and 'pink and green system' ensures that children know what they need to do to improve and to recognise what they have done well.

Achievement, Wellbeing and Workload

It is very important that teachers spend their working hours completing tasks that are most effective in progressing the achievement of all pupils. Teachers use their professional judgement to prioritise and manage their workload enabling the effective discharge of their professional duties, such as planning lessons, assessing, monitoring, recording and reporting on the learning needs, progress and achievements of the pupils in their care, Subject Leadership, and other responsibilities.

As such, teachers at WPPS&N are not expected to mark every single work book of every child at the end of every day. Spending too many hours marking may not have a significant or positive impact on learning and pupil outcomes. In the long run, this could have a negative impact on a teacher's wellbeing and effectiveness at work. Of course, teachers have to balance this consideration with the discharge of their professional duties and their basic statutory requirement to ensure they provide pupils with regular feedback, both orally and through accurate marking, and that they encourage pupils to respond to their feedback.

Summary

Whilst ensuring their professional duties are effectively discharged:

- *Teachers do not need to mark every single work book of every child at the end of every day;
- *Guided groups' work books do not need to be marked (but indicated with a 'TG')
- *No handwritten positive comment is required in work books when marking (as successes are identified in green highlighter)
- *Providing verbal feedback within a lesson to a pupil, does not need to be indicated by the teacher in a work book.

Further Guidance on Frequency of Marking




*Teachers should look at the books of every pupil after or during every lesson so they have an awareness of every child's progress within the lesson to consider the next steps:

- Which books need marking?
- Which pupils will need guided teaching the following day?
- Which pupils will need to work with support the following day?
- Which books do not need to be marked in depth because either a) the child worked in a guided group with a teacher in the lesson; or b) the child has already received significant written feedback recently and is making good progress with the learning.

English

Writing

Lesson objectives must be indicated on planning and explained to pupils before they begin work in child friendly language as: "To". It is good practice to explain National Curriculum objectives (NCO) later in a lesson when children are engaged with their learning and will not be disheartened at the beginning of a lesson. Objectives grids are glued into children's work books explaining the objective. In English lessons only, there are success criteria. The writing opportunity is the 'task' and will allow the children to apply or practice their learning.

	TS	TG	TA	I	Self-Assessment:   
National Curriculum Objective:	• To				
Writing Opportunity:	•				
Success Criteria:	<input type="checkbox"/>				

After the work is completed, or during the lesson, adults or children will indicate on the objective grid the level of support received within the lesson.

TS=Teacher Supported TG = Teacher Guided TA=Teaching Assistant I=Independent

Self-assessment is an important aspect of assessment for learning and there should be evidence of this taking place regularly. Pupils should respond to the NCO/Success Criteria through self-assessment on the objective grid.



=I didn't achieve it



=I achieved part of it



=I achieved the outcome

Work will be marked using pink and green highlighter pens marking against the success criteria and the learning objective. This will be indicated as: green for good/achievement and pink for where improvement is needed. Children will respond to the aspect high-lighted in pink. Green highlights will mark where work successfully fulfils the NCO and success criteria.

Identification of incorrect transcription, tenses, composition, grammar, vocabulary and fluency should be addressed in addition to spelling. Pupils must respond to these aspects of English to improve the composition and effect of their text.

Composition: teachers will identify stylistic aspects of writing that require addition, substitution, amendment and improvement. Teachers will use the key skills from the National Curriculum 'Writing Composition' that is appropriate for their class.

P Punctuation: teachers will use their professional judgement to correct punctuation. Incorrect or missing punctuation will be identified by writing a 'p' in the margin, children will respond by identifying the mistake and correcting. When children are not yet secure with punctuation, teachers may choose to show the child where the punctuation should have gone. Response to punctuation will be done by correcting their work or by redrafting a sentence or paragraph at the bottom of the page.

Grammar: incorrect grammar will be highlighted in pink and children will correct in green over the top of the work or at the bottom of the page as appropriate. If there is a persistent mistake being made, there must be evidence of teaching to address it.

Spelling: incorrect spelling of high frequency words or words with spelling patterns already taught, will be underlined in pink highlighter pen (dotted) and rewritten correctly at the bottom of the page. Teachers will use their professional judgement to decide how many corrections, but 2 or 3 words will usually be an appropriate number. Children will respond to these by writing the words out in green at the bottom of the page. These corrections must be checked.

Blue pen will be used for all handwritten marking.

If the NCO is achieved a green highlighter will highlight the objective grid statement. The success criteria will be fully highlighted or partially highlighted depending on how well children achieve these features. If an NCO or success criteria statement is not met, it is not highlighted.




Next steps will be indicated with a pink highlighter so that the children know what to do to improve. Teachers need to use their professional judgement in considering the effectiveness of their next steps comments. For example, a pupil may be unable to correct and complete a question without further teaching, or it may be that they just need a sentence of advice and to try again. If next steps continually show a similar target, with little improvement, then it is essential the teacher input is clear through work in books or in planning.

Response time for pupils to address teacher comments will be given at the start of the next lesson. Good practice in KS1 and KS2 is to give pupils 5 minutes at the start of each lesson to respond to marking and record/stick in the objective grid for their current lesson. Children respond in green pen to the teacher's advice making corrections, answering questions, re-writing etc. Pupils will initial or write a response next to the teacher's comments to show they have read them

Children in KS1 Y2 and KS2 will use purple pen to make additions, revisions and corrections at least twice in each unit. In addition, evidence of KS2 pupils redrafting will be at least twice in each English unit. This should be a paragraph, introduction or conclusion and will be completed in a purple pen.

Guided Reading

Objective grids need to be in the children's guided reading exercise books for comprehension activities and guided reading follow up activities with the appropriate content domain for the task. Teachers will have an opportunity to quickly assess and mark the children's guided reading books in the first few minutes of their guided reading session. An informal quick assessment and check of the work and discussion with the child is sufficient feedback.

Date	TS	TG	TA	I	Self-Assessment:
Content Domain:	•				  
Reading Task	•				

Further guidance

When discussing Guided Reading Follow Up activities:

- Choose 1 key question to focus on, that links to the previous sessions objectives and will give you best knowledge of the children's understanding.




When discussing completed Comprehension activities:

- Depending on the age of the children, choose 2 or 3 key questions that will give you best knowledge of the children's understanding and link most clearly to the skill or content domain you wanted them to develop.

Teachers make assessment notes on the guided reading planning for that session based on their discussions.

***Review GR books and planning in December 2024 to look at the impact of this aspect of the marking policy and whether it is effective or whether there needs to be an expectation that teachers record in books.**

Maths

	TS	TG	TA	I	Self-Assessment:   
National Curriculum Objective:	<ul style="list-style-type: none"> To 				

When children work in their Power Maths books, no objective grid is required. If a stand-alone lesson is taught, or the children have adapted Maths work, then an objective grid with the relevant National Curriculum objective should be stuck into books. When children complete calculations in their Maths books as part of the teacher's teaching input, then an objective grid is not required but a short/number date is needed at the start of the calculations. In Maths, questions are to be marked in blue

pen. If correct ✓ If wrong •

If a question is wrong and the teacher judges that the child essentially understands the concept, but has made a small error in calculation that they can likely correct themselves, then the child should correct the error at the start of the next lesson. Next steps are not required.

When it is clear a child is not able to correct their work because they need more teaching, teachers should indicate they will work in a guided group by writing

GG (Guided Group next)

A triangle system is used by the teacher to indicate whether the Learning Objective has been achieved:

/ = attended the lesson and is only just beginning to understand the concept

/_ = objective partly achieved, consolidation required \triangle = objective fully achieved.

Pupils self-assess against the National Curriculum Objective in blue Maths books, but not in Power Maths.

When children complete additional questions in a Maths lesson after completing the work in their Power Maths book, this should be in their Maths books and should be marked.

If a child makes a mistake it should be drawn through using a ruler with one line. All lines

should be drawn with a ruler.

Worksheets should be avoided but if occasionally used, should be cut down and stuck into books neatly. Good presentation should be stressed to all pupils and high expectations always required. Therefore teachers should be role models with their own writing and presentation.

Teacher's handwriting should be neat and legible using the school policy.

Journaling

Journaling (MICE) to be completed in every Maths lesson in Year 1 - 6.

Year 1 completes this as a class, on a flipchart that should be displayed in the classroom. Year 2 starts the year completing this on a flipchart as a class, before moving into their blue books in Spring term. In KS2 all children complete the journaling in their blue Maths book with the layout as follows.

The short date, followed by:

M
I
C
E

written clearly in a drawn margin below.

Journaling does not need to be marked as this is the children's thought process during the input.

Maths Self Assessment

At the end of maths lessons, children should be given the opportunity to discuss and reflect on their learning with their peers. Following this reflection, children should self-assess their own understanding by closing their eyes and holding their thumbs up for the teacher to see.

Thumbs up = I achieved the outcome

Thumbs sideways = I achieved part of the outcome

Thumbs down = I didn't achieve the outcome

Children do not mark their own work in their Power Maths and blue Maths books.

End of Unit Checks

These are completed at the end of each unit and glued into blue Maths books. An objective grid is used but instead of an objective, it will state 'End of Unit Check' and name the topic.

End of Unit Checks are completed independently by the children – they may receive support reading the questions – and are then reviewed as a whole class. Teachers review the questions with the class assessing understanding and addressing misconceptions. If children want to make amendments to their answers they should do this in purple pen. Children do not tick or dot their answers. After the lesson, teachers review a pupil's end of unit check and indicate the level of achievement using the triangle system.

Foundation Stage Marking (EYFS)

It is recognised that pupils will not always be able to read written marking so verbal feedback is provided. Verbal feedback is given to children in the EYFS for the same purposes as written marking and teachers follow the general guidance and principles within this document.




Homework

KS1 & KS2 children will have spellings and number facts, and multiplication facts to learn and these will be sent home weekly. Spellings and times tables facts will be tested weekly. Occasionally additional tasks will be sent home in addition, to support the curriculum.




Science, Religious Education and Foundation Subjects

Foundation Subjects, Science and RE have different objective grids: examples below. Marking is completed following the same guidelines as for marking English. Learning objectives are from the national curriculum and care should be taken that they are not recorded as 'tasks'. The skills and knowledge against which the children's learning is assessed are taken from the curriculum skills and knowledge progression documents. Highlight the skills and knowledge only in green, not the NCO, and the bullet point only for partial understanding. Next steps are marked with a pink steps symbol and link to the knowledge and skills being taught. Basic grammar and spellings should be addressed in marking as well as important vocabulary taught in the lesson.




R.E

	TS	TG	TA	I	Self-Assessment:   
Unit:					
Knowledge:	•				
Skill:	•				

Geography, History and other Foundation Subjects if needed

	TS	TG	TA	I	Self-Assessment:   
National Curriculum Objective:	• To				
Knowledge:	•				
Skill:	•				

Science

	TS	TG	TA	I	Self-Assessment:   
National Curriculum Objective:	• To				

Knowledge:	•
Working Scientifically:	•