



***ROUNDWOOD PRIMARY
SCHOOL***

Marking Policy

Updated: September 2018

To be reviewed: Annually

Philosophy

We believe that verbal feedback and constructive marking help raise standards. These strategies form the most useful and powerful ongoing diagnostic record of achievement. Feedback and marking makes tracking of learning objectives and outcomes for individual learners on a day-to-day basis manageable and feeds onto the next cycle of planning for teaching. **It is also an extremely effective medium for ensuring that the learners are aware of their own progress and how they can improve.**

Aim

Within our school we believe a feedback and marking policy, which is shared with both adults and learners will:

- Create a dialogue between learner and teacher/support staff or other adults;
- Ensure continuity for the learner as s/he moves through the school;
- Signal areas of achievement/areas for development to adults and learners to inform future planning;
- Aim to raise the achievement and self-esteem of learners by providing them with prompt, regular and diagnostic feedback about their work.

After considering the purpose of marking and the impact of marking, and following a trial in the summer term, the expectations for marking at Roundwood from November 2017 are set out below. The intention of this style of marking is to show clear progress in children's learning.

Before and During a lesson:

Every lesson should include guided groups by the teacher and the teaching assistant (if one is available). We know that there will be the odd exception to this but on the whole there should be guided groups happening daily.

- When a teacher works with a guided group there should be a green dot sticker next to the learning objective. During the guided session, if the teacher gives any verbal feedback to the child, they write a sentence, word, calculation that shows that feedback given.
- For example: When working with a group to improve writing, if you ask a particular child to include speech marks in the next sentence, the teacher would write speech marks in green in that child's book. The child would then go on to write their sentence that includes the speech marks. This shows the feedback given to the child and the instant impact that it has had.
- When working in numeracy, if you model a calculation to a child, write the calculation into their books, rather than on a whiteboard, in green pen. The child will then do their next calculation following the method given or the advice given. Instant Impact!
- When a teaching assistant works with a guided group there should be an orange dot sticker next to the learning objective. During the session, any verbal comments given to the child, are briefly recorded in the book at the time of comment. Children then continue with work and hopefully include what you are talking about in the next part of their work.
- If the children work independently in a lesson there should be a yellow dot sticker next to the learning objective.

After a lesson: Marking in Maths and English

- Children who worked in a guided group with the teacher, indicated by the green dot sticker at the top of the page and the TA, indicated by the orange dot sticker at the top of the page, will have received feedback through the lesson. Marking from the adult they have worked with needs to include a comment at the end of the piece of work that enables the learning to move forward. This comment will also consolidate what the child has achieved.

- Children who work with an adult should also have spellings corrected as part of their ongoing feedback in that lesson.
- Children who worked independently will need to have their books marked. Having read through the children's work, if they have met the LO, a green star stamp is put at the bottom of the page. If the children have not met the objective, a red 'Let's talk about it' stamp is put at the bottom of the page. A comment as to why there needs to be discussion should be written next to the stamp, e.g. punctuation/place value. There may also be marks next to incorrect piece work. This will act as a prompt for the discussion and for the adult to see if it is a recurring pattern. The teacher then speaks to the child the next day and both the teacher and child initial next to the stamp to show that conversation has taken place. This child may then be part of the next focus group or an additional intervention to address that point.
- Children who work independently should have up to 3 spellings corrected on each piece of work. SP should be written in the margin and the word underlined. The correct spelling should be written at the bottom of the page next to the green star stamp along with x3. The children respond in red and the teacher checks the next day.
- All books should be marked ahead of the next lesson.
- All responses from the children in books should be done with their 'rapid red response' pen.
- Yippee Yellow highlighting can show where the adult is really impressed with what they see in independent work. This may be applied when appropriate
- Some pieces of work will be reflected through photographs. If the photo depicts the work completed in the guided group, these will have an appropriate moving forward comment from the adult that reflects the learning objective. For all other groups, the photo will be stamped to the learning objective.
- Foundation subject books will all have a comment which will move learning forward

Targets

Targets should be clear in Maths and English books; these are found in the front of children's books. The targets are taken directly from Target Tracker making it a consistent approach to assessing and target setting. The children will know what their current target is by a dot placed next to the target. They will then be highlighted when they have been achieved.

Monitoring and Evaluation

The Headteacher, Deputy Headteacher and Subject Co-ordinators are responsible for the monitoring of the policy:

- Subject Co-ordinators undertake the work sampling in their subject;
- The Headteacher and Deputy Headteacher oversees the above process and produce an action plan prioritising any changes.

2017/18 Presentation

This guide to presentation underpins the expectation for every child in all books.

Good practice is modelled at all times by all adults, including display boards and white boards. The date, learning objective and context should be underlined on all boards.

All books (except Maths)

Thursday 6th September

Full date on the top left line and underlined with a ruler and pencil. Spelling books and times tables are the exception.

LO: To

KS2 children write the learning objective and context on the next line by the margin. KS1 children will have their LO on a Sticker which will be next to the margin.

Context:.....

