



**The Park Federation Academy Trust  
Western House Academy  
Marking Policy**

## Approval

<b>Signed by CEO and Federation Principal on behalf of the Board of Directors</b>	Dr. Martin Young
<b>Date of approval</b>	September 2016
<b>Date of review</b>	September 2018

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## **Purpose**

There are four main purposes to this policy:

- To establish an entitlement for all pupils based upon statutory requirements;
- To establish expectations for teachers, children and support staff;
- To promote continuity and coherence across the school; and
- To promote effective delivery of the National Curriculum.

## **Introduction**

The staff of Western House Academy are committed to raising standards and providing the best education for the pupils in the school. This policy seeks to identify the features of effective marking of recorded work and to ensure that expectations for written work are clear and matched to the needs and ability level of the children.

## **Marking**

In this school we aim that marking should:

- Inform staff about the short, medium and long term learning needs of all pupils and their achievements and facilitate meaningful discussion with children about their work;
- help us set effective targets or steps for the next stage in children's learning;
- motivate and inspire children by valuing their work by providing written feedback (alongside other forms of praise such as ensuring that each child has their work displayed during the school year);
- reward effort and application and to be used as a means of raising the self-esteem of all pupils from reception to Year 6;
- assure parents that we have seen the children's work and recognised the effort and learning it represents; and
- Provide feedback on how the children have accessed the work through annotations made by staff – leading into formal assessment.

Marking may also be done by the children:

- To encourage independent learning through self-checking and self-assessment;
- To encourage a more critical approach to their work;
- To aid teacher assessment; and
- To encourage use of checklists such as success criteria to help children know how they can improve their work and identify their own next steps for learning.

## **Practices and Procedures**

### **Marking done by the teacher**

#### **Verbal**

This means discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. Such an exchange may be accompanied by a written comment or a **VF** to represent verbal feedback, which will serve as a record that the child has received feedback. In some cases it may be helpful to add anecdotal notes to explain the context in which the work was done.

#### **Written**

This means notes or comment with the use of symbols. Marking should be done in a green pen. Sections that need to be addressed by the child should be highlighted with a yellow highlighter pen. Notes and comments should link to the learning objectives and be positive. Whenever appropriate, comments should inform children of the next steps needed to make improvements. Marking should serve as a permanent record for the child, teacher and parent and outside agencies when required. These should include specific improvement suggestions focusing on:

- The qualities of the child's work;
- Editing and redrafting a section that has been indicated by the – children to use a purple editing pen to show amendments
- Improvements that the child has made compared to his/her earlier related work, including acknowledgement that they have responded to previous marking.

Symbols may take the form of ticks, printed stamps and stickers for example to show that the child's target has been achieved. A 'LO\*' will indicate that the child has exceeded the learning objective and a 'LO✓' that they child has understood the learning objective.

Where appropriate, the teacher keeps a record of any scores achieved, e.g. weekly times tables tests, spelling tests. This can help to monitor the child's progress and overall performance.

#### **Corrections**

Not every mistake will be corrected. To correct everything is seen as counterproductive to child motivation. The point of teacher written correction (as opposed to written comment) is to point out to children their mistakes so that they can correct them and learn from that correction.

Corrections should link to the learning objective/success criteria. However, other non-related errors which a child consistently makes should also be corrected as appropriate.

For re-draft and display purposes children's work may be copied out, spell checked and amended to produce a 'final' copy, but there would normally be an earlier draft available.

There should be examples of children's unaided work so that a true picture of performance is evident to teaching staff, children and parents. These pieces will still normally be marked with a comment and may be labelled with 'S' if the child needed any support. However, if the audience is not the child the comment may be wholly objective rather than purely 'positive', e.g. marking/comments on a test paper.

Children's self-correction is encouraged using a purple editing pen, however, if correction is aided then this should be apparent and children should not rub out teacher correction.

The marking of written work will vary with the development of the child. At an early stage most marking will be verbal. As children develop they are encouraged to become more independent and use check lists/wordbooks. Marking will then take the form of correcting and commenting on finished pieces. Independent writers will draft and self-check their work for the teacher to mark.

### **Codes used for marking**

These will vary depending on the age and ability of the children. Codes are introduced in KS1 and developed as children progress through the school. The teacher of each class will make this explicit at the beginning of the year and display the code in the classroom.

Codes in general use in KS1 are;

**VF** for verbal feedback

**S** for supported/helped work with notes given where appropriate

Incorrect punctuation such as omission or incorrect use of capital letters is circled

SEN codes for annotation;

**NPC** for near point copying

**VP** for verbal prompting

**PP** for physical prompting

**HOH** for hand on hand

In addition to these codes and as children progress as more independent and fluent writers through KS2, a greater range of codes are introduced. These are differentiated by Key Stage with a particular focus on Talk 4 Writing editing lessons;

#### **KS1**

Sp in margin indicating spelling needs checking with word circled.

. ! ? " , in margin indicating that this punctuation is missing with the space it belongs in, circled.

Inappropriate use of capital letters will be circled

ABC in margin indicating that a capital letter is needed with the letter it belongs on, circled.

#### **KS2**

Sp in margin indicating spelling needs checking with word circled.

➔ in the margin indicates that there is something that needs checking:

- Omitted word indicated by ^
- Inappropriate use of capital letter which will be circled
- Punctuation omission which has been added for child to see
- // New paragraph

MARKING IN YEARS 2 AND 6 WILL BE SLIGHTLY DIFFERENT IN LIGHT OF ADVICE GIVEN BY THE LOCAL AUTHORITY FOR MODERATION PURPOSES.

### **Giving children the time to make improvements**

Marking is only productive and children can only learn from it when they are given time to respond to the teacher's comments and make further necessary improvements to their work. Time is given at the start of each lesson (built into planning) for children

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across the academy to review their work in light of the comments made, either with the teacher or with a learning /talk partner. Children have the opportunity to improve their work, based on the teacher's comments as part of a guided group when the teacher is working with them.

Children will be encouraged to edit and redraft their work whenever possible and this is reflected in the written comments that teachers make in books – these comments are designed to extend the learning without overly scaffolding. Children could be advised to rewrite a section of their English work and show that they can improve their writing, apply learnt spelling rules and could include a focus on handwriting.

Examples of teacher comments could include:

- A great opening paragraph. You could improve this paragraph by using more adjectives. Please edit and rewrite the highlighted section.
- You have answered your questions really well but could you elaborate on question 3 by giving evidence from the text.
- Please use a dictionary to correct the spellings that I have highlighted.

In maths children could be asked to apply their skill to a worded problem or show it in a different context.

- Use the inverse operation to show that you have checked the answer.
- Use the skill that you have learnt today and apply it to a worded problem (*this question could be added to a PowerPoint slide at the beginning of the next lesson*).

### **Marking done by the pupil or peer**

#### **Verbal**

This means contact with an adult or another child. Through discussion and exchange or comments the child is able to amend, correct or enhance work. Children are encouraged to read their work aloud, either to themselves or to talk partners in order to make improvements.

#### **Written**

All children to be encouraged to comment on their, or others', work. Independent writers will self-check their work for the teacher to mark. Checklists and success criteria are used to support the child in identifying areas where improvements can be made. Any relevant mistakes not identified by the child will be highlighted by the teacher using the code so that further corrections/improvements may be made.

#### **Symbols**

Children are routinely asked to draw symbols on work in order for the teacher to assess their level of understanding in a particular topic. The symbols used from reception



onwards are shown below.

## Written work

### **Presentation of work and books**

Books are labelled clearly and neatly. Book covers should be clean.

Children should make every effort to present work as neatly as possible. They will be taught to present according to expectations at the start of the academic year.

Children in Foundation and Key Stage 1 always write in pencil. For the younger children, learning objectives and the date may be printed on a sticker or written by an adult. This also applies to some children with Special Educational Needs.

Handwriting will be as per the school's agreed handwriting policy.

Children in Key Stage 2 always write in Berol handwriting pens, apart from in Mathematics, where pencil is used.

When starting a new piece of work, children are required to follow the DUMTUMS rule. Date, Underline, Miss a line, Title (L.O. statement), Underline, Miss a line, Start.

At the top of the page the date is recorded underlined with a ruler and pencil.

The focus is written as an 'I can..' statement on the left hand side. This is also underlined with a ruler and pencil.

### **Worksheets**

The school recognises that sometimes worksheets may be a valuable means of recording work or scaffolding pupils into independent recording. However, as soon as possible, children in Key Stage 1 should move away from using worksheets and move towards recording their own work.

### **Volume of written work**

The following table serves as a guide to the expected volume of written work in exercise books per year group:

	<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>Other Books</b>
<b>Reception</b>	1 piece per week in Phase 1 in groups, 1 piece individually per week in Phases 2 and 3.	1 piece per fortnight	N/A	N/A
<b>Year 1</b>	1-3 pieces per week in groups	1-3 pieces per week	1 piece per fortnight	1 piece per fortnight

	in Phase 1 and individually in Phases 2 and 3.			
<b>Year 2</b>	2-4 pieces per week in groups in Phase 1 and individually in Phases 2 and 3.	2-4 pieces per week	1 piece per week	1 piece per fortnight
<b>Year 3</b>	2-4 pieces per week	2-4 pieces per week	1-2 pieces per week	1 piece per week
<b>Year 4</b>	3-5 pieces per week	3-5 pieces per week	1-2 pieces per week	1 piece per week
<b>Year 5</b>	3-5 pieces per week	3-5 pieces per week	1-2 pieces per week	1 piece per week
<b>Year 6</b>	3-5 pieces per week	3-5 pieces per week	1-2 pieces per week	1 piece per week

**Across the curriculum it is expected that pupils will participate in lessons with a speaking and listening focus, or of a practical nature. Sometimes other methods of recording work take place such as on the computer or a collaborative piece of work. These lessons are valuable learning experiences. Therefore these expectations are flexible to accommodate this requirement and books will be monitored in conjunction with planning. Teachers should ensure that planning records the expected learning outcome and matches the work in the book.**

### **Rough work and Jottings**

Rough work and jottings are an essential part of learning and the development of an extended task. They are an important aspect to consider when assessing a piece of work. For this reason, from an early age, children are encouraged to record jottings in their exercise books, as part of their written work. In other pieces of work, pupils are asked to draw a line through/put brackets around any writing that is subsequently redrafted with the new piece made clear to the reader.

### **Monitoring and Review**

The Principal/Vice Principals/Team Leaders, in conjunction with all staff, will monitor the implementation of this policy. This policy will be reviewed by the Governing body every two years.