



Maple Grove Primary Marking Policy

Marking in the presence of the child is seen as the best form of marking and it is preferable to mark in the presence of the child at least once a week.

Marking at Maple Grove Primary School will:

- Help children become better learners by developing a clear picture of what they have done well, and what they need to develop
- Give recognition and praise for achievement.
- Ensure regular dialogue between teacher and child by responding to marking during weekly Application and Review Sessions
- Provide an essential assessment /self assessment tool
- Relate to the learning objectives and not attempt to assess everything
- Help children to understand success criteria and how their work will be marked. 'I am able to' statements can help younger children
- Teach children to understand marking and give children time to **reflect** upon **and respond** to teacher's comments. For younger children (FS/Y1) this will need to be done verbally, where appropriate
- Use of symbols that are consistent, unambiguous and appropriate to the child's maturity
- Be clear, readable and support our teaching of handwriting
- Enable the parents to understand their child's strengths and weaknesses

General Principles

- Expectations are made clear and children understand how their work is to be marked
- Teacher will mark to the success criteria
- There are differentiated learning objectives linked to shared targets i.e. where there are ability groups, the teacher will have expectations of group outcomes and different success criteria will be applied. Marking should challenge gifted and talented children
- Literacy and Numeracy work will be marked no later than the beginning of the next school day. All other work should be marked weekly. Homework is referred to in a separate policy
- Children should be encouraged to peer and self assess; they should be taught how to do so at the start of every term
- All teachers will display the marking criteria prominently in their classroom
- Children will initial comments to show that they have read and understood them. For younger children (Y1/FS) it may be more relevant to weave verbal feedback into the lesson introduction. Individual comments can be given to children verbally, where appropriate.
- All marking will be completed in blue pen following the school criteria and symbols (See later). Green highlighters will be used to highlight text to further exemplify what the child has achieved. Pink highlighter for learning not achieved.
- Examples of expected outcomes and models of good work are shown to children to illustrate levels expected;
- Feedback is given during the learning process to guide learning, including mini-plenaries;
- There is an understanding that some common rules apply to every piece of work, e.g. presentation is of a high standard, joined script is used consistently, and appropriate layout for the genre is applied

Symbols

These symbols are used to represent specific features that are to be corrected or improved. These symbols are shared with all children and displayed visually in the classroom so children can use them to improve their work.

Please see the appendices to this policy for the symbols that are used in Maple Grove Primary School.

Foundation Stage.

Feedback for the children will be predominantly verbal. **Work will be annotated, where appropriate, for assessment purposes.** Verbal Feedback and 2 stars and a wish (2 comments about what has been done well to meet the learning intention's success criteria and 1 next step learning (NSL) target. Consistent practise will be used across the Foundation Stage and demonstrated in Special Maths and Writing books.

Year 1

The principles for children in Year 1 are similar, except that the use of comments and verbal feedback needs to be aimed at the younger audience. More often marking will need to be verbal as children will not be able to read comments, this should be represented with VF, contained within a circle. Teachers can begin to use the range of marking symbols. One comment about what has been done well to achieve the learning intention and what the Next Steps in Learning (NSL) is should be made when marking is in depth.

Children should have a range of feedback throughout the week, from teacher, teaching assistant, and peers.

Formative Assessment, Peer Assessment and Self Assessment (Y1-Y6)

It is important that children communicate with the teacher about their learning. They will do this throughout the lesson by using a range of AfL strategies (Q and A, whiteboards, mini plenaries etc) and through dialogue with teaching staff.

Children should be encouraged to talk and reflect upon areas that they have identified as a weakness and be supported in identifying how they can improve in these areas.

Children should have a range of feedback throughout the week, from teacher, teaching assistant, and peers.

Every child's book (maths, literacy, science and topic) is **marked at least once a week** by the classroom teacher. If an LSA works in a group they must mark that groups work for the day with comments referring to success criteria or targets within the lesson time as children are working, following the marking policy and including the appropriate symbols.

Peer and self marking each day when books are not marked by teacher or LSA using a green pen or pencil

Clearly, younger children will need to be taught how to use these strategies verbally, at first. They will gradually acquire knowledge and skills in self assessment throughout KS1 and year 3.

Foundation Stage

Children will communicate with their teaching staff about their learning through answering questions, conversations with adults and through thumbs up if they are confident about their learning.

Next Steps Learning (NSL). (Year 1-6)

Where appropriate teachers will indicate areas where children have succeeded and areas where children need to improve with the letters **NSL**; this should be connected to the success criteria. This will help children to understand the marking and what it is telling them about their work. This can also be done verbally. This can be done from teacher to child or child to child. This feedback will consist of 1 positive comments and one NSL in KS1.

Teachers will mark in blue and children are expected to respond in green to comments or directions to improvements in their work.

Every piece of work a pupil produces must be marked/assessed either by an adult (teacher/LSA) or a child (through peer or self assessment).

In most cases, a pupil will comment on their own learning (self assessment) or give feedback to another child (peer assessment), highlighting what they did well and what they could improve upon in relation to the Learning objective

Where self or peer assessment has taken place, teachers will go back and check a pupil's level understanding and it may be necessary for the teacher to add comments, highlight misconceptions or correct mistakes.

Quality teacher marking must take place at least once per week for all pupils in Literacy, Reading and Maths books (at least one in every three pieces of work for Science, Topic, RE and PHSCE)

Through **quality marking**, a teacher will:

- use a **green marker pen** to highlight examples of what they have done well
- use an **Orange marker** pen to highlight misconceptions or areas for development in pupil's work.
- include at least one positive comment highlighting strengths or something the pupil did well
- include at least one developmental comment explaining/demonstrating what the pupil could have done better (if they have made mistakes or not confidently achieved Li/SC)
- include at least one question (linked to an NSL) to extend or reinforce an aspect of the pupil's learning with an expectation that they will be given an opportunity to respond to the feedback (**in green pen/pencil**) use appropriate symbols to highlight mistakes (see below) with an expectation that pupils will be given the opportunity to correct them
- NSL must be responded to by the child in green pen / pencil. The teacher must ensure that the NSL links to the learning intention / success criteria and must be designed to consolidate learning or challenge the child.
- Model the expectations of handwriting for the children, through appropriate cursive script

Symbol checklist

F = friend marked

M = self-marked

P = Punctuation

S = Spelling ~ = underline misspelt word*

VF = verbal feedback given (also indicate skill that was discussed)

✓ = correct

● = check (maths only *)

● ✓ = checked and corrected

☆ = positive comments related to the thumbs up or target follows the star

NSL = next step learning related to target or the success criteria

*Maths: Where a child gets an answer wrong the teacher will mark with a clear dot and underline with pink highlighter so the child can go back and have another go. When correct it will be ticked and underlined with green highlighter.