Marking and Assessment Policy
July 2019

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Principals of Marking, Feedback, and Assessment

Marking pupils’ work, providing incisive and diagnostic feedback are essential components of good (or better) teaching that enables pupils to improve. At Waverley we stress the importance and value of effective marking and feedback in raising standards. Ofsted are very explicit about its importance, making clear its direct connection to learning in their 2015 handbook.

“Teachers provide pupils with incisive feedback, in line with the school’s assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively…teachers embed reading, writing and communication and where, appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress…pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve” (Ofsted August 2015)

Assessment is equally important. Assessment is a continuous process, which is integral to teaching and learning. Assessment gains knowledge of pupils’ needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising the attainment of every pupil in closing gaps.
Effective marking and feedback fulfils a number of roles.

- Creates an opportunity for teachers to praise pupils and so raise their self esteem
- Shows pupils that we value their work and their contribution to the learning process
- Demonstrates to pupils through the checking of work that we have high expectations of them
- Enables teachers to assess pupils' understanding and so more effectively plan future lessons
- Enables quick intervention in the form of corrections for misunderstandings with regard to key content
- Provides an opportunity for personalised dialogue between a pupil and their teacher that leads to targeted advice as how they can best improve their conceptual understanding of a subject area
- Acts as a written record for improvement so that pupils can refer back to it at a future point
- Enables teachers to accurately assess pupil attainment and effort with a view to reporting to parents/carers and informing predictions of future attainment
- Is a vehicle for encouraging independent learning for pupils

Effective Assessment fulfils a number of roles:

- Provides information to support progression in learning through planning
- Provides information for target setting for individuals, groups and cohorts
- Shares learning goals with children
- Involves pupils self and peer assessment
- Helps pupils know and recognise the standards they are aiming for
- Raises standards of learning
- Identifies children for intervention
- Informs parents and other interested parties of children’s progress
- Completes a critical self-evaluation of the school

PART 1: MARKING AND FEEDBACK

“The purpose of feedback in the learning process is to improve a student's performance – definitely not put a damper on it. The ultimate goal of feedback is to provide students with an *I can do this* attitude.”

Section 1: Waverley School's Marking Code

- To support the Whole School Policy for Literacy and improve SPAG, faculties and phases should be aware of and must use the following key marking symbols when marking pupils’ work:

In addition to the Whole School Literacy Policy, the following symbols will be used when marking students’ work
Section 2: Types of Feedback and What Constitutes Good Feedback

2.1 There are different types of marking and feedback
   1. Light touch/acknowledgement marking
   2. In-depth Teacher Marking in response to a piece of pupil’s work
   3. Peer/self-assessment that leads to better understanding
   4. Verbal Feedback that has a corrective/formative effect, the impact of which can be seen
   5. Marking for literacy/SPAG/numeracy (using whole school codes)

2.2 Good feedback occurs when it is:
   - Regularly given, concise and timely
   - Clearly related to the shared objectives/aims of the lesson/series of lessons
   - Clearly related to the shared success criteria of the lesson/series of lessons
   - Positive and constructive, with appropriate and realistic praise given
   - Meaningful and valuable for the pupil.
   - Is accompanied, where appropriate with feedback about meeting the success criteria and how to progress to the next stage of learning
   - Used to inform future action by either the teacher of the pupil or both
   - Contributes to assessment for and of learning
   - A vehicle for a dialogue between teacher and pupil
   - Revisited regularly so pupils can make use of it to progress
   - Encouraging pupils in independent learning
   - Improving pupil’s literacy/SPAG and numeracy
   - Contributes to summative assessment over time

Section 3: The Marking and Feedback Process at Waverley School

3.1 Non-negotiable Procedures for Marking and Feedback.
   - All marking is to be carried out in coloured pen (avoiding green)
   - Pupils’ responses are to be carried out in green pen
   - All marking is to be clear and legible
   - For literacy and SPAG: the marking code is to be followed in all cases
   - The marking code should be accessible to all pupils in the learning environment
   - All pupils’ work is to be ‘acknowledge’ marked by the Teacher
• ‘In-depth’ marking frequency includes FAR and DIRT
• Following feedback, there should be evidence in pupils’ books/work that they have taken teachers’ comments, targets and advice on board to improve
• Target levels/grades and current working at levels and grades are displayed on the front of every pupil’s work book or folder. It is important that pupils know their current progress and what is required of them in order to achieve their target level/grade for the term and school year

3.2 Feedback should be part of a dialogue and should be directly linked to pupil progress and achievement.

3.3 Targets for development should be actionable and specific. They should not be related to behaviour or completion of work. Progress towards these targets should be visible in future work and feedback.

3.4 Selective self-marking by pupils and peer assessment is acceptable and desirable in terms of strengthening understanding. Pupils should be encouraged to evaluate their own and others’ achievements.

3.5 For all types of marking feedback teachers will use coloured pen and pupils will use green pen

3.6 Light Touch/Acknowledgement Marking: not all work will require in-depth marking, however all work will be acknowledged and the following can be used to acknowledge work: the use of ticks, teacher initials, simple comments, brief attainment comments/codes/marks, stamps & stickers

3.7 In-depth Marking: is detailed marking designed to assess the pupil’s learning (this can be through a ‘big write’ or extended written work but it can take the form of a short project or a presentation for instance) towards a (a series of) lesson(s) objective(s) with a success criteria. In-depth marking will result in good quality written feedback (see 3.2) from the teacher to include what worked well (WWW) and even better if (EBI). Faculties and phases will have subject and phase specific models of marking and feedback, however there is an expectation that in-depth marking includes FAR:

FAR Approach: Feedback Action Response

<table>
<thead>
<tr>
<th>FAR Approach</th>
<th>Key Guidance</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| (F)FEEDBACK: Success criteria made explicit | Before marking a task; a task is set and the success criteria explained. In setting a task pupils should be aware of what the teacher will be looking for when marking it. | Teacher: explains the task, shares the success criteria  
Pupil: has a clear understanding of the task and the success criteria |
<p>| (F) FEEDBACK: Prompt and praise | How well have the pupils met the success criteria for the task? Comments should be constructive and offer subject/content/skills specific advice. The emphasis should be made on positive aspects to encourage and motivate but feedback must be realistic. This can be in the form of What Worked Well (WWW) | Teacher: Marks in-depth to include WWW about content, subject specific elements, skills as part of the success criteria |
| (F) FEEDBACK: The approach to literacy/SPAG marking is consistent | Teachers must use the school marking code, which will be displayed clearly on books for all pupils. | Teacher: Corrects SPAG/Literacy or numeracy. Teacher discretion is applied in selecting how much to correct, especially in the case of pupils with SEND |</p>
<table>
<thead>
<tr>
<th><strong>(A) ACTION: Next steps to improve</strong></th>
<th>Give the pupil a subject related target to allow knowledge, understanding or skills to be developed further. This may be in the written form of a question for the pupil to answer or a short gap fill. SPAG/literacy and numeracy targets can be included. Targets can be in the form of Even Better If (EBI)</th>
<th>Pupil: understands the marking code and is allocated time to read teacher corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(R) RESPONSE: Active involvement from pupils through DIRT time</strong></td>
<td>Pupils should self-check work and read comments. They should respond to teacher comments and advice. DIRT time should be planned into a lesson for quality assuring work and for pupils to reflect and to respond meaningfully to marking</td>
<td>Teacher: set targets and follow up tasks that will enable the pupil to improve and progress (see appendix for good examples of marking comments and targets) Pupil: Targets and follow up tasks are specific so that the pupil can correct, extend and improve their work</td>
</tr>
<tr>
<td><strong>(R) RESPONSE: Pupils respond to marking</strong></td>
<td>Pupils are able to respond to marking (peer, verbal, written). Pupils are given quality time to respond to marking through teacher modelling and guidance. Pupils are given support to respond in a meaningful way that corrects mistakes or misconceptions. Pupils are also supported by the teacher to answer questions, ask questions and to set relevant targets for further progress</td>
<td>Teacher: Explains the marking and models responses so that pupils understand their strengths and can address any areas for development (WWWs &amp; EBIs) so that marking and feedback supports pupils progress and further attainment Pupils: have a clear understanding of how to respond to marking and are able to articulate responses which correct, extend and improve their work</td>
</tr>
</tbody>
</table>

3.8 DIRT: Dedicated Improvement and Reflection Time
- DIRT is the process of allowing pupils to reflect and act upon the comments that have been fed back
- It is vital that teachers build into their lesson opportunities for pupils to act upon information, correction and advice
- It is important that teachers model to pupils how to make DIRT a meaningful activity to improve attainment
- DIRT lessons can take as long as the teacher feels is necessary, for instance DIRT can be a starter or part of the main activity of a lesson

Examples of DIRT when pupils respond to marking:
- Pupils use the success criteria to improve methodology and accuracy of a piece of work or an aspect of a piece of work
Section 4: Responsibilities and Expectations

4.1 It is the responsibility of all classroom teachers to:
- Comply with the Assessment and Marking policy
- Share learning objectives/aims with pupils
- Share the success criteria for learning and progress
- Ensure that all classwork is acknowledged
- Ensure that in-depth classwork receives meaningful feedback
- Use the marking codes and ensure that all pupils understand the meaning of the marking symbols
- Summatively assess work and contribute this assessment to the school’s data tracking
- Provide formative (verbal or written) feedback that establishes WWW and EBIs
- Ensure that all pupils are aware of how to progress to the next stage of learning and attainment
- Ensure that all types of feedback are clear and rooted in making progress
- Ensure that time is planned to allow the pupils the chance to respond to feedback through DIRT
- Include opportunities during DIRT time to learn from and correct SPAG/numeracy errors
- Ensure the use of a range of assessment and marking opportunities including teacher/ TA / Self and Peer Assessment
- Set clear and achievable progress targets and goals
- Report half termly assessment based on classwork and summative tasks
- Write reports that contain subject specific targets for the development of skills
- Ensure that work in books/folders clearly indicated progress
- Provide pupils with access to graded targets which ensure that work in books/folders can demonstrate progress made

4.2 It is the responsibility of the Subject or Phase Leader / Head of Faculty to:
- Ensure that all members of staff within their team give feedback to pupils' work in compliance with the school’s Assessment and Marking Policy
- Intervene and challenge team members that are not following the requirements of the school’s Assessment and Marking Policy
- Quality assure the accuracy and standard of assessment and marking within the faculty and check the marking of books/ pupils’ work on a regular basis

4.3 It is the responsibility of the pupil to:
- Have opportunities mark their own work (self-assessment) and other pupils’ work (peer-assessment) following the success criteria under the guidance of the class teacher
- Record (if appropriate and/or guided by the teacher) verbal feedback and respond to it in work books and/or folders
- Read teacher’s comments, take them seriously and during DIRT time respond to and reflect upon teacher comments/questions, and where applicable improve classwork
- During DIRT time evaluate work for the quality of its subject content and
- Set personal goals and targets for further progression under the guidance of the teacher
- Put the best effort into work
- Present work to a high standard
- Evaluate the quality of SPAG/numeracy and correct SPAG and numeracy errors as guided by the teacher
- Catch upon classwork after absence with teacher guidance and support
- Keep high standards of presentation in work books and/or folders
4.4 It is the responsibility of the senior leadership team to
- Devise and implement a programme to monitor the implementation of the school's Assessment and Marking Policy
- Carry out work scrutiny as part of the Teaching, Learning and Assessment (TLA) review cycle
- Include assessment and marking as part of the school’s CPD delivery to focus on improving standards and up-to-date pedagogic developments
- Review the Assessment and Marking Policy annually

4.5 Non-compliance with the Assessment and Marking Policy
- Teachers who fail to 1. Mark pupils’ books/folders as stipulated, 2. Provide an annual report to parents and 3. Contribute accurately to half termly summative assessment deadlines in accordance with the school Assessment and Marking Policy will be failing in the teachers’ standards and their contractual obligations to the school which may lead to disciplinary procedures

Section 5: Frequency of Marking

<table>
<thead>
<tr>
<th>Frequency each half term</th>
<th>Secondary and 6th form Phase Expectations each half term</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 lesson per week</td>
<td>• All book/folder work acknowledged</td>
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<tr>
<td></td>
<td>• At least 1 piece of in-depth work with FAR and DIRT</td>
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<tr>
<td></td>
<td>• Opportunities for pupil contribution to marking and feedback</td>
</tr>
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<td></td>
<td>• Summative assessment</td>
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<tr>
<td>2-3 lessons per week</td>
<td>• All book/folder work acknowledged</td>
</tr>
<tr>
<td></td>
<td>• At least 2 pieces of in-depth work with FAR and DIRT</td>
</tr>
<tr>
<td></td>
<td>• Opportunities for pupil contribution to marking and feedback</td>
</tr>
<tr>
<td></td>
<td>• Summative assessment</td>
</tr>
<tr>
<td>4-6 lessons per week</td>
<td>• All book/folder work acknowledged</td>
</tr>
<tr>
<td></td>
<td>• At least 3 pieces of in-depth work with FAR and DIRT</td>
</tr>
<tr>
<td></td>
<td>• Opportunities for pupil contribution to marking and feedback</td>
</tr>
<tr>
<td></td>
<td>• Summative assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frequency each half term</th>
<th>Primary Phase Expectations each half term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy and Numeracy</td>
<td>• Literacy and Numeracy books must be quality marked at least once a week for every child. All other work should have ‘acknowledgment/light-touch’ marking</td>
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<tr>
<td></td>
<td>• This is the case for all year groups</td>
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Section 6: Further Information about marking and feedback

- Primary Phase: All primary teachers and teaching assistants are to follow the guidance in appendix one for phase specific marking
- For further practical advice about and examples of marking and feedback please read appendix 2

FAQs
Does every piece of work need to be marked?
Yes- in some format the work needs to be marked and acknowledged. There should be some evidence that every piece of work has been looked at by a teacher. Ticks are normal where work is correct and ticks can be also used to acknowledge the work, however glaring mistakes in the work should be addressed if a pupil is to progress.

Which colour do teachers mark in?
Any colour, but if a pupil has an aversion to red (may have autism or a special need) then a different colour can be used but an agreement will be made between teacher and pupil.

Which colour do pupils respond to marking in?
Green, but as above-teachers must take into consideration special needs and consult on colour if it is necessary.

Does a teacher’s response to self or peer assessment constitute as ‘in-depth’ marking?
Yes, if the pupil/pupils have done FAR to a good standard. There is an expectation that the teacher will make comments about self and peer assessment and set an appropriate step for progression following this learning exercise.

PART 2: ASSESSMENT

Section 1: Assessment for Learning

Assessment for learning is an opportunity is a natural part of teaching and learning; is constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a pupil has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Waverley School we will:

- Evaluate pupils learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- Set individual, challenging targets in all areas on a regular basis and discuss these with the pupils so that they are involved in the process
- Regularly share these targets with parents to include them in supporting their child’s learning
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Mark work so that it is constructive and informative in accordance with the marking policy
- Incorporate both formative and summative assessment opportunities in medium and short term planning
- Assess all subjects half-termly using a common format and make relevant comments about pupils’ progress, especially those working below or above the national average

Use strategies such as:

- Targets
- Sharing the success criteria
Self and peer evaluation/assessment
Discussion, talk and modelling
Conditions for learning – displays
Learning journey – pupils know what is next step is to progress further

Section 2: Formal Assessment Cycle

Formal assessment is a systematic part of our school’s work, which will be used to track each cohort in the school. It is through an effective and aspirational tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Formal Assessment cycle at Waverley School will include

1. Data from statutory assessments
   - Foundation Stage – Early Learning Goals Profile
   - Year 1 Phonics test
   - Key Stage 1 assessments (and Phonics Testing for some year 2 pupils)
   - Key Stage 2 assessments
   - Key stage 4 assessments
   - Key stage 5 assessments

2. Information collected every six weeks including mock (Year 11) and end of year assessments Mapping grids to show pupils progress from entry and in comparison with national expectations.
   - On-going teacher assessments in all subjects on a six week basis.

To enable pupils to achieve their targets we will:

- Follow the Assessment cycle and update the data on a half-termly basis into Target Tracker for Primary
- Follow the Assessment cycle and update the data on a termly basis into Sisra Analytics for Key Stage 3, year 10 and year 12, and every 6 weeks for year 11 and 13
- Use information to identify percentages of children working at each level within a cohort
- Analyse the data and review targets for individuals and groups and use the information to identify intervention groups, including those pupils who are gifted and able, those with special educational needs and those in receipt of Pupil Premium Funding
- Set cohort targets for key measures and subjects and share information with Principal, Executive Principal, SENCO, subject leaders and governors
- Analyse data at the end of academic year to track progress made by cohorts, groups of pupils and individuals
- Clarify working at grades and primary learning goals to be accurate in how estimations are reached.
- Use accurate assessment to plan for interventions which enable teaching to close gaps in learning

Section 3: Reporting
Reporting to parents / carers provides the opportunity for communication about their child’s achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils’ attitudes, motivation and self-esteem.

At Waverley School we will:

• Provide opportunities for one parent consultation evenings for each year group at Secondary/6th Form and three consultation evenings at Primary so that parents can discuss how well their child has settled and be involved in target setting process; have opportunities for an interim report and have a final end of year report

• Provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment

• Discuss pupil progress at the request of parent by appointment

The strategic data team will:

• Formulate the school’s assessment policy in consultation with the Executive Principal, Principal, staff and governors
• Review the policy regularly in the light of statutory requirements and the needs of the school
• Provide support and guidance with assessment and keep up to date with current information
• Resource school with relevant tests and update assessment cycle
• Maintain the ‘tracking file’ and consult with all staff about the targets set
• Highlight pupils and groups of pupils who have made less than expected progress or are working below expectations
• Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from different ethnic backgrounds
• Report to governors regarding the policy, statutory test results and cohort targets

Section 4: Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Waverley

• Teachers must use an agreed format for moderation of formative assessments
• Heads of Faculty must moderate assessments on a termly basis for Key Stage 3, year 10 and year 12, and every 6 weeks for year 11 and 13. This process will be more frequent in the Primary phase
• Through SLT line management meetings with Heads of Faculty the rigour and accuracy of the moderation phase will be cross checked
• Classwork work which prepared pupils for assessment will be moderated through planning and book scrutiny and findings will be communicated back to members of staff
• Evidence is collated by Heads of Faculty to back up teacher assessments across all phases.
• Primary phase leaders will participate in moderation schemes in the Local authority for foundation and KS1
• The extended leadership team will work with partner schools to support moderation at Primary/Secondary/6th Form
Waverley Marking and Assessment Policy

Ratified by the Board of Waverley Education Foundation: July 2017

Signed: ______________________
Executive Principal / Principal

Signed: ______________________
Chair of Waverley Education Foundation
## APPENDIX 1: PRIMARY PHASE SPECIFIC GUIDANCE

### MATHEMATICS

**Organisation, Layout & Presentation**

- All work must have the numerical short date on the top left hand side by: to be done by staff in year 1 and by the teacher or children in year 2 onwards, unless lower ability children.
- The learning objective does not need to be re-written/stuck into the maths books if it is written on the success criteria grid already. The LO should be a short clear objective that covers the main learning of the skill - it must be in child friendly language.
- Each piece of work is to be self-assessed by the children and the teacher using the success criteria grid. This will take the form of the SC check grid which is recorded at the TOP of the piece of work. This includes for practical work/a photo (photos must indicate evidence of the child’s practical work and learning).
- From year 2 onwards children should fold the page in half and work down one half at a time allowing for corrections and ‘neat’ jottings on the other half. Every book must have a jottings page: children to fold each page of maths book in half and use one half (right hand side) for jottings and the other (left hand side) for the final written answer.
- Digits MUST be written in individual squares to aid place value knowledge and presentation. Children MUST be taught to do this when they enter year 1.
- Where children are recording using number lines, they must be taught how to do this accurately using the individual squares in the books.
- Every new piece of work must be indicated by ruling off the previous piece of work.
- Dates for absence, holidays or if children are out at an intervention need to be recorded in child’s book to ensure continuity.
- Children must do all work in pencil for maths in all year groups. NO felt pens to be used in children’s books.

**Marking**

- Books will be Quality Marked or Acknowledgment Marked.
- A minimum of x 6 to be quality marked daily (ensuring each child has their book quality marked at least once per week).
- Time for children to respond to quality marking and to do corrections etc MUST be evident.

SEE BELOW FOR FURTHER DETAIL ON MARKING

**Handwriting**

- Handwriting must be modelled through staff's own written feedback to children.
- Reversals and incorrect numeral formation etc must be corrected and opportunities given to children to correct and practice must be evident in the books.

**Book Covers**

- Exercise books must be neatly labelled with the child’s name, class and subject. The school provided templates are to be used and children are not to write on the covers!
- Doodles etc must not be evident or encouraged! Where/if they happen, children should be corrected and the doodles removed.
- Home learning books are the only books that are permitted to be decorated personally by the children.

**Worksheets**

- Worksheets are to be avoided - children are to be trained and encouraged to work without over scaffolding of learning!

### FEEDBACK & MARKING GUIDELINES

#### QUALITY MARKING

Overall success against the learning objective is to be indicated at the bottom of the work; by using smiley faces - no additional writing is needed!

**Quality mark:**

- Misunderstandings/Misconceptions - where a child needs:
- a strategy to be modelled or
- a scaffolded prompt – in order to achieve success.

**Feedback**

Feedback should give support, motivate the child and enable improvement.

- Model a method and answer for the children.

Use an pink dot to indicate error **not a cross** and a tick for correct responses.

- Circle/Highlight the error (orange) in an algorithm to indicate where a correction needs to be made.

\[
\begin{array}{c}
1 & 2 & 4 \\
2 & 6 & 5 \\
3 & 9 & 9 \\
\end{array}
\]
• Areas for development should be indicated using an ASTERISK – the need to learn certain facts off by heart, the importance of using symbols correctly, the need to use mathematical language in an answer that requires an explanation, setting work out, using a ruler to draw straight lines, forming digits correctly.

• A ‘Closing the Gap’ or ‘Improvement Prompt’ MUST accompany the asterisk. These can be reminder, scaffold or example prompts (see appendix c for further details).

E.g. Look at your calculation again.

Does your answer make sense?

Always remember to use the correct unit of measurement etc.

Remember that there are 60 seconds in one minute etc.

If you know that 6 x 3=18 then 60 x 3=180 and 60 x 30=1800 etc.

Can you show me the method you used to arrive at this answer?

What if …………………………….? 

See also the examples and support materials

• Children must be given time to RESPOND to the prompts – this should be built into the class timetable.

**ACKNOWLEDGEMENT MARKING**

Where children’s work is not being quality marked, it needs to be acknowledged. The following methods should be used:

• Work should be ticked and comments made against the planned learning objectives only if appropriate.

• Persistent errors should be corrected – but guard against over marking as this can be discouraging and counter-productive to motivation. It is not necessary to mark whole pages of incorrect work.

• Presentational features may be commented upon - setting work out, using a ruler to draw straight lines, forming digits correctly.

• Teaching Assistants can ‘acknowledgement mark’ work when working with a small group of children. Their initials should be added at the end of the piece of work.

**NON-NEGOTIABLES: GUIDELINES FOR FEEDBACK/MARKING & PRESENTATION**

**WRITING**

<table>
<thead>
<tr>
<th>Organisation, Layout &amp; Presentation</th>
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<tbody>
<tr>
<td>• Children will have 3 books to reflect their development in writing: a English book, a Topic book and spelling journals (Year 2 onwards)</td>
</tr>
</tbody>
</table>

**Book 1 content: Genre Specific Writing Book**

• Genre specific checklists must be pasted into the book at the start of each new genre.

• All genre specific writing will be recorded in this book starting with the elicited piece of writing (cold task) for each genre.

• Weekly extended piece of writing (usually taking place on Fridays) must be evident.

• An unaided piece of writing must be evident at the end of each genre (hot task) and must be marked against the genre checklist and also levelled using STEP UP.

**Book 2 content: Topic**

• Mind Map/Elicitation for each new creative curriculum theme to mark the start of the topic.

• All cross curricular writing (for Science, Geography and History, etc) will be recorded in this book. KS2 to have a separate science book.

• Basic writing skills must be addressed and applied in this cross-curricular book.

**Book 3: Spelling Journal Grammar & Punctuation**

• Basic Skills lessons, which means Punctuation & Grammar, will be taught discretely using this book.

• The chosen elements of punctuation and grammar to be taught, must link to the genre that is being focused on at that time, eg. commas when teaching instructions, speech marks when teaching narrative, causal connectives when teaching explanations. There will be a separate book for basic skills and the target ladders for these will go at the front of the book.

• All work must have the numerical short date on the top left hand side by: to be done by staff in year 1 and by the teacher or children in year 2.

• The LO should be a short clear objective that covers the main learning of that lesson- it must be in child friendly language.

• Each piece of work is to be self-assessed by the children and the teacher using the success criteria grid. This will take the form of the SC check grid which is recorded at the TOP of the piece of work. This includes for practical work/a photo (photos must indicate evidence of the child’s practical work and learning).

• Every new piece of work must be indicated by ruling off the previous piece of work.

• Dates for absence, holidays or if children are out at an intervention need to be recorded in child’s book to ensure continuity.

• Children must do all work in pencil in all year groups. NO felt pens to be used in children’s books.

• When errors are made children should be encouraged to just cross out the error in one line eg. ‘table’.

**Marking**

• The LO must always be annotated to indicate success or not; highlight it, tick it or face it. A simple phase – ‘You got it’, ‘you’re nearly there’, ‘Be my partner tomorrow’ could support the LI annotation.

• Every piece of learning must be marked- either Acknowledgement or Quality. Where quality marking is done, closing the gap prompts must be evident within a learning journey (genre or unit) and these require a response from the child.

• English books must be Quality Marked or Acknowledgment Marked.

• Topic and Grammar/Punctuation books can be acknowledgement marked only, unless the teacher opts to quality mark.
in addition to the English book

- For sustained independent writing (especially at the end of a genre- hot task) quality marking (two stars and a wish) must be evident for all children.
- A minimum of x 6 books to be quality marked daily ( ensuring each child has their book quality marked at least once per week)
- Time for children to respond to quality marking and to do corrections etc MUST be evident

<table>
<thead>
<tr>
<th>Handwriting</th>
<th>Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handwriting must be modelled through staff's own written feedback to children and must be in line with the school’s handwriting policy</td>
<td></td>
</tr>
<tr>
<td>Reversals and incorrect letter formation etc must be corrected and opportunities given to children to correct and practice must be evident in the books- repeated ‘errors’ should not be evident through the books</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Book Covers</th>
<th>Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise books must be neatly labelled with the child’s name, class and subject. The school provided templates are to be used and children are not to write on the covers!</td>
<td></td>
</tr>
<tr>
<td>Doodles etc must not be evident or encouraged! Where/if they happen, children should be corrected and the doodles removed.</td>
<td></td>
</tr>
<tr>
<td>Home learning books are the only books that are permitted to be decorated personally by the children</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Worksheets</th>
<th>Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worksheets are to be avoided- children are to be trained and encouraged to work without over scaffolding of learning!</td>
<td></td>
</tr>
</tbody>
</table>

**FEEDBACK & MARKING GUIDELINES**

**QUALITY MARKING**

Overall success against the learning objective is to be indicated at the bottom of the work, by using smiley faces- no additional writing is needed!

Quality marking next step in writing will be against the success criteria

Feedback should give support, motivate the child and enable improvement.

- Areas of success to be indicated by a small green tick

- Areas for development should be indicated using an ASTERISK in pink

- A ‘Closing the Gap’ or ‘Improvement Prompt’ MUST accompany the asterisk. These can be reminder, scaffold or example prompts ( see below for further details)
  - See also the examples and support materials

- Children must be given time to RESPOND to the prompts – this should be built into the class timetable.

**ACKNOWLEDGEMENT MARKING**

Where children’s work is not being quality marked, it needs to be acknowledged. The following methods should be used:

- Work should be ticked and comments made against the planned learning objectives only if appropriate.

- Persistent errors should be corrected – but guard against over marking as this can be discouraging and counter- productive to motivation. It is not necessary to mark whole pages of incorrect work.

- Presentation features may be commented upon - setting work out, using a ruler to draw straight lines, forming digits correctly.

- Work is corrected using a common approach across the phase

- Teaching Assistants can ‘acknowledgement mark’ work when working with a small group of children. Their initials should be added at the end of the piece of work.
FOUNDATION STAGE

Reception and Year 1 Marking stamps –
Children are to be introduced to the marking stampers by providing large visual prompts around the classroom (posters). The meaning of each stamp is to be introduced over a period of time, as and when the skill is being taught.

Children are to be provided with target stamp symbols at the top of their literacy work. This acts as a success criteria to their sessions learning objective. The stamps that are used are to be tailored to the individual/group’s needs. Once the children have completed their work they are to mark their own work, using the target stamps at the top of their page. If they achieved/included the target in their work, they are to add a tick above the stamp (e.g. using finger spaces). If they didn’t achieve the target they are to put a dot above the stamp. The teacher is then to mark these stamps above the children’s ticks/dots (with the child present so providing valuable verbal feedback). The dotted stamps formulate the children’s ‘next steps’. This system of ticking and dotting the stamper symbols can be used in peer assessment activities.

ALL YEAR GROUPS - Marking Colours for teachers:
Gap tasks/response marking written in any colour (NOT RED)

Pink – Think.
This is used when children respond to gap task post it and formative feedback from the teacher within a lesson

Green – Great – for ticks and positive comments related to the LO

Teachers – Use pink pens for formative feedback within a lesson
### MARKING SYMBOLS

**Generic for all year groups**

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Indicates a good point, correctness and can evidence LO achieved</td>
</tr>
<tr>
<td>VF</td>
<td>Verbal feedback given</td>
</tr>
<tr>
<td>SS</td>
<td>Support staff marked (initialled)</td>
</tr>
<tr>
<td>G</td>
<td>Group work</td>
</tr>
<tr>
<td>G/S</td>
<td>Guided or supported learning</td>
</tr>
<tr>
<td>I</td>
<td>Independent</td>
</tr>
<tr>
<td>\checkmark</td>
<td>Omission from work</td>
</tr>
<tr>
<td>ST</td>
<td>Supply/Cover Teacher (Initialled)</td>
</tr>
</tbody>
</table>
I need to work out what it is that I could have done better today. What mistakes might I have made?

Have I used a capital letter and full stop? Have I used the correct punctuation for my work today?

Have I used finger spaces between my words?

Have I separated my writing into sentences?

Do all my spellings make sense? Have I used my knowledge of tricky words and sounds?

Is my presentation neat and tidy, underlined with a ruler and is it what my teacher has asked me for? Have I used my neatest writing?

Have I used all the words that my teacher has asked me to in my writing? What do I need to add?

Gap task to make sure that I know everything I have been taught to do and challenge me.
I need to work out what it is that I could have done better today.
What mistakes might I have made?

Have I used a capital letter and full stop? Have I used the correct punctuation for my work today?

Have I used enough powerful language, adjectives, adverbs and had this enhanced my writing?
Were there other synonyms/antonyms or homophones you could have used?

Have I made sure that my work is separated into paragraphs and my ideas are within the paragraph?

Do all my spellings make sense? Have I used my knowledge of tricky words and sounds?

Is my presentation neat and tidy, underlined with a ruler and is it what my teacher has asked me for?
Have I used my neatest writing?

Have I used all the words that my teacher has asked me to in my writing? What do I need to add?

Gap task to make sure that I know everything I have been taught to do and challenge me
### Maths

<table>
<thead>
<tr>
<th>Check:</th>
<th>Indicating a good point, correctness and can evidence LO achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is my presentation neat?</td>
<td>Have I underlined my last piece of work?</td>
</tr>
<tr>
<td>Have I written the date numerically?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Checkmark" /></td>
</tr>
<tr>
<td>Have I used one square for every digit?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Circle" /></td>
</tr>
<tr>
<td>Have I shown how I have done all of my working out?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Question Mark" /></td>
</tr>
<tr>
<td>Can I work out where I have gone wrong?</td>
<td></td>
</tr>
<tr>
<td>Extension Work</td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Three Stars" /></td>
</tr>
<tr>
<td>Can I do the gap task to show that I do remember my learning or can do more?</td>
<td></td>
</tr>
</tbody>
</table>
What Constitutes Effective Marking and Feedback?
Some questions for teachers to consider when marking to ensure that marking is high quality and meaningful for pupils

1: Marking for Literacy
Do pupils receive feedback on use of grammar, spelling, punctuation and appropriateness of language (and subject specific language)? Are errors regularly reviewed using the school's marking code?

2: Frequency of marking/Feedback
Are there examples of in-depth teacher marking as well as other forms of marking within an appropriate period of time?

3: Monitoring of progress
- Are pupils are able to track their progress towards their targets (yearly, termly, half-termly etc.)?
- Are staff and pupils using tracking sheets and other forms of tracking their progress effectively? Are these kept up to date? Do pupils understand the information and how it informs the next steps?

4: Quality of written feedback
- Do pupils receive good quality, constructive and specific written feedback?
- Are pupils praised for positive aspects of their work?
- Do pupils have an opportunity to respond to the feedback/targets in green pen?

5: Verbal feedback
- Is there evidence of verbal feedback?
- Is there evidence that pupils record/respond to verbal feedback?

6: Peer and self-assessment
- Are pupils trained in how to accurately assess each other's work and their own work and provide fair and helpful feedback?
- Is the success criteria shared with pupils?
- Are pupils taught how to give concise and specific feedback to their peers

Focus 7: Presentation
- Do pupils take pride in what they are learning and recording?
- Is poor presentation and organisation tackled appropriately?

Literacy Marking to move all pupils’ learning forward
It is not necessarily expected that staff correct every punctuation and grammatical error in every piece of writing. It may be the case that not every spelling mistake needs to be corrected. Teachers are expected to make an astute decision about what literacy and SPAG to correct taking into consideration the pupil’s age, phase, set, ability and the challenge of the piece of work that is being marked and assessed as well as the prior learning that has taken place and the success criteria for the task. The teacher may have to make corrections more explicit for less able learners by writing out the corrected version. As learners gain confidence and knowledge, they should be able to identify and correct their own mistakes but this will require training from the teacher and frequent opportunities to address literacy and SPAG.

The whole school literacy code should be displayed in classrooms and in pupils’ books so that it becomes second nature to pupils and to teachers.
Examples of good Literacy comments to move pupils' learning forward:

• Put a connective here. Choose either suddenly, meanwhile...
• Change this connective. Choose one of the following: at that moment, suddenly...
• Re-read this sentence. Does it make sense? Should it be: was look at the tree or he looked at the tree?
• What piece of punctuation could you use to replace these ‘ands’?
• There is some information missing in this text. What could they use to climb over the tree?
• You need to link the beginning of the narrative with the end of the narrative. For example...
• How could you finish this sentence so that it makes sense? Try – Suddenly the heavens opened and raindrops the size of...
• Try putting a feeling adjective here.
• What adjective is missing here?
• You have opened your paragraph with a ‘ly’ word followed by an ‘ing’ word. Now try using a connective to start the next paragraph. (Give examples)
• You have used ideas from the learning wall. You have said they were excited but how do you think they felt when...
• Try up-leveling the sentence by using an adverb here. Choose from: slowly, extremely...
• You have used lots of wow words! Now try starting a sentence with an adverb (Give examples)
• A very descriptive opening with lots of adjectives. Now choose 3 better verbs for how the character moves.
• When do we use a capital letter? Look back at your work...
• Check your writing. Should it be- it be’s or it is?
• You’ve used the features of the genre. Remember to use paragraphs. Have a go at showing where the paragraphs start and end by using the symbol //
• Close procedure. Try improving this sentence. Fill in the missing words- Secondly the - -- h--- is --- (etc.)

Examples of good Numeracy comments to move pupils' learning forward:

• Remember which way round your numbers go. (Give examples)
• Don’t forget one digit per box. (Give examples)
• Look back at the success criteria, number? Can you underline the key words and numbers?
• What units of measure should your answer be in, circle the one you think? Cm mm g kg (etc.)
• Fantastic! You have followed the success criteria well – now can you do this challenge. (Write a challenge in their books)
• You have worked hard to follow the success criteria, do you think you are ready to... (Give examples) - add up with carries - subtract with exchange - divide with remainders
• You have achieved the learning intention, now do you think you can label the success criteria.
• I’m tickled pink you have followed the success criteria and can now...Can you work this out (Give an example)
• Good estimating, you have followed the success criteria perfectly, now think what could be a different way to check your answer? (E.g. with a calculator, using the inverse

Further examples of marking comments:

<table>
<thead>
<tr>
<th>Examples of Challenges in marking comments</th>
<th>Examples of targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have shown a good understanding of finding a fraction of a number where the numerator is 1. How will this help you finding fractions of a number where the numerator is greater than 1?</td>
<td>Finding fractions of amounts with numerators other than 1</td>
</tr>
<tr>
<td>Can you now read these numbers i.e. 37, 49, 86</td>
<td>Read and write numbers to 100</td>
</tr>
<tr>
<td>How do you think you can use what you know about short multiplication to multiply by a 2 digit number</td>
<td>To use the formal written method of long multiplication</td>
</tr>
<tr>
<td></td>
<td>To identify acute and obtuse angles</td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| How can you check if an angle is greater or smaller than a right angle? | Poor Examples of Dialogue Marking
| Do question 4 again.                                                    | Good Examples of Dialogue Marking
| Good work – What do you think is your next step?                        | Can you see a pattern in your previous answers that will help you answer question 4? |
| Good work – What do you think is your next step?                        | You have shown a good understanding of finding a fraction of a number where the numerator is 1. How will this help you finding fractions of a number where the numerator is greater than 1? |
| 28 is the wrong answer – try again.                                     | 28 is the wrong answer. Can you explain why?                               |
| Check your times tables.                                                | What would happen if the numbers were 10 times bigger?                    |
| The last question is wrong.                                             | Why is this ‘not right?’                                                  |
| Which shape is the scalene triangle?                                    | Can you explain which shape is a scalene triangle and why?                |
| What number comes next?                                                 | What is the next number in the sequence? Can you explain the rule?       |
| Try this next.                                                          | How could you use this skill when multiplying by a 3-digit number?       |