



New Earswick Primary School
"To have the best, to do our best, to be the best that we can be."

Marking Policy

Written: April 2022

Review due: April 2023

Governance review: HT

Rutgers Cooperative Research & Extension

✓ **We remember :**

- ❖ **20%** of what we read
- ❖ **20%** of what we hear
- ❖ **30%** of what we see
- ❖ **50%** of what we see & hear
- ❖ **70%** of what we see, hear and discuss
- ❖ **90%** of what we see, hear, discuss and practice

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Aims

It is important to provide constructive and specific feedback to children, focusing on success and areas for improvement against learning intentions. This enables children to become reflective learners whilst being given advice on how to close the gap between their current achievement and the next steps in their learning.

Effective marking aims to help children learn; its aim should not be to find fault, but to guide a child forward in his/her learning. Marking allows the teacher to show that a child's work is valued and that there has been an audience for the work. Children should know that it is acceptable to make mistakes – making mistakes is one of the ways we learn. Mistakes should be corrected where appropriate with a balance of teacher modelling and child responding.

At New Earswick we have a 'live marking' approach. Teachers complete learning observations and decide on how best to give feedback. They also decide when to give this feedback so that misconceptions are addressed and achievements celebrated whilst maintaining a focus on the, 'so what now?' element of planning for learning.

Our teachers give feedback to:

- Encourage learners
- To offer advice
- To further challenge thinking

Roles

Teachers and Teaching Assistants will:

- Be sensitive to children's self-esteem;
- Create a culture and ethos that helps children see feedback and improvement as something helpful and positive;
- Focus on success, improvement and next steps;
- Provide verbal feedback in the very first instance with light- touch written feedback where appropriate (spellings, handwriting/ formation, maths answers);
- Provide well-structured feedback that is appropriate to the age/ability of children as soon as possible;
- Praise effort separately from learning;
- **Plan time for feedback and response by children at the start of lessons and integrate it into learning and teaching activities;**

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- Provide incentives and employ strategies that motivate and involve children to sustain and embed improvements in their work;
- Complete a 'MARKING BOOK' and keep up to date annotations as a basis for giving feedback.

Leaders will:

- Model best practise
- Routinely monitor recorded work against the marking policy criteria
- Share feedback with teachers and teaching assistants
- Share feedback with Governors

Differentiation

Marking is differentiated with the particular, individual needs of a subject or learner in mind. Differentiation may include:

- Peer marking for closed tasks
- Self-marking for tests and closed tasks
- Verbal feedback for non-written tasks
- Differentiated next step comments for different groups of learners
- Verbalised/ explained alongside a pupil 1:1
- Limited narrative where appropriate to promote access

Pupils are treated as individuals and are supported through differentiated teaching and learning opportunities, intervention programmes and booster groups which provide additional personalized quality teaching and learning alongside quality marking. Every child has the right to learn to read, write, speak and listen with confidence. All children are actively encouraged to partake in a variety of activities. Differentiation promotes inclusion.

Marking codes criteria

EYFS Greater emphasis will be placed on verbal feedback and instant marking in EYFS. Some marking codes will be applied.		
Symbol	Example	What it means
✓	✓ Extremely evil,	I like this Correct
✓✓	✓✓ How impressive!	This is impressive

PROGRESSION BOOK ONLY

KS1

Symbol	Example	What it means
✓	✓ Extremely evil,	I like this Correct
✓✓	✓✓ How impressive!	This is impressive

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KS1 SKILLS BOOKS ONLY

Symbol	Example	What it means
✓	✓ Extremely evil,	I like this Correct
✓✓	✓✓ How impressive!	This is impressive
	<u>e</u> va was late.	Grammar or spelling error (skills work only)
<u>Yellow</u> highlighter	Crushed by the pain.	Evidence for assessment
	Tom late for school. ↑	You have missed a word or phrase
x	13 + 6 = 20 x	Incorrect
Sp	Sp in the margin	There is a spelling error on this line.
A	13 + 30 = 34 x A- correct	Action needed / correction

KS2 PROGRESSION BOOK ONLY

SKILLS BOOKS- in class edits

KS2 SKILLS BOOKS ONLY

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Guidance

All teacher comments and marking should be in black.

//	Dear mum, I have missed you. //	Start a new paragraph
x	13+ 6 = 20 x	Incorrect
sp	Sp in the margin	There is a key spelling error on this line, please correct. Corrected by teacher in skills books only.
g	g in the margin	There is a key grammar error on this line, please correct. Corrected by teachers in skills books only.
A	13 + 30 = 34 x A- correct	Action needed / correction

<u>Subject</u>	<u>Guidance</u>	<u>Resources</u>
English skills	<ul style="list-style-type: none"> ➤ Spellings and grammar errors identified ➤ Opportunities for pupils to correct (green pen) ➤ Greater Thinking tasks ➤ Lo sticker used when appropriate. ➤ 	LO sticker Post- it notes Green pens

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English Progression	<ul style="list-style-type: none"> ➤ LO sticker used when appropriate ➤ 'F' focus added to the top of the next blank page based on next steps. ➤ Highlighting and ticks for AWL sheet 	LO sticker Post- it notes stickers
Maths Skills	<ul style="list-style-type: none"> ➤ Spellings and grammar errors identified ➤ Opportunities for pupils to correct (green pen) ➤ 'Greater Thinking' task 	LO sticker Post- it notes Green pens
Maths Progression	<ul style="list-style-type: none"> ➤ Light touch ➤ AWL sheet completed 	LO sticker Post- it notes Green pens stickers
UFOs	<ul style="list-style-type: none"> ➤ Light touch tick marking 	Green pens
Topic and Theme	<ul style="list-style-type: none"> ➤ Light touch comment sheet at the front of the topic book ➤ Corrections in <i>Green pen</i> or pencil 	
Homework	<ul style="list-style-type: none"> ➤ Light touch symbol marking ➤ Comment to praise effort. 	

Assessing progression work

- Assessments must be made before pupils respond to written feedback from the Class Teacher. Therefore, editing done before feedback is given should be **in pencil**.
- All editing done following written feedback should be done in **Green ink**. This is to promote high expectations.

Response to marking

- Every lesson should incorporate time for pupils to respond to marking in green pen
- 'A' will demarcate where a correction or action is needed
- 'What went well and Even better if' sheets will be used to encourage peer feedback
- Pupils in EYFS will respond to verbal feedback and actions linked to letter and number formation, full stops and finger spaces within a small group or 1:1 scenario.
- Discussion time will be incorporated throughout a session.

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Recording guidance criteria

We aim to record:

- No more than 6 examples of a skill in Maths or English skills sessions before moving on to an extension marked with a heading '**Challenge**'
- One piece of independent writing per fortnight
- One challenge style/maths progression session per week or unit
- Work in maths books is set out in columns
- Short date is used for maths and the title is the LO and underlined
- Long date is used in English and the title is the LO and underlined
- In a range of styles: photos, diagrams and standard written responses
- 1 x daily UFO task
- 3 x Reading carousel activities per week in skills books
- 1 x Science recorded per week
- 1 piece of topic recorded (can be any medium but reflect a range over the topic).

Rewards and awards

At New Earswick Primary School, we use house points to reward children for their effort and attainment:

House points	Reason
1HP	Good effort with a target or task
3HP	Excellent example of application in a task Good response to marking
5HP	Full use of a 'focus', or post-it Completion of a challenge Exceptional effort
Stickers	Used to raise self-esteem. Used for exceptional effort.

Moderation

During the course of a year, New Earswick Primary will partake in a variety of quality assurance activities:

In house moderation	School to School support	External ratification
<ul style="list-style-type: none">➤ Team moderation (phase meetings)➤ SLT monitoring and moderation	<ul style="list-style-type: none">➤ Attend cluster meetings for moderation	<ul style="list-style-type: none">➤ Partake in LA moderation

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➤ EOKS1 and EOKS2 phase moderation	➤ Provide training opportunities for training for staff responsible for assessment	➤ Use National leaders of Education for moderation
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Photo evidence:

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F = HyAres dash inverted comma ; - " "

Tuesday 14th February 2017

On that Friday afternoon, I woke up
Sound of my alarm clock. Although
to go to school

2 9 x 6 = 54 half = 27

48	1 2 3 4	6 12 36
5. 1 x 48		1 x 36
2 x 24		2 x 18
3 x 16		3 x 12
4 x 12		4 x 9
6 x 8		
7 x 6		

706 ^{Mr}