



Highfields Marking Policy 2023/24

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Marking Policy

Context

We are currently in the position where we are working hard to reduce teacher workload. Following the guidance set out in the 'Reducing teacher workload: Marking Policy Review Group' report have rewritten our marking policy. Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.

This can often be achieved without extensive written dialogue or comments. Therefore, as with review group advice, our starting point is that marking – providing written feedback on pupils' work should not;

- Be unnecessarily burdensome for teachers
- Be abandoned altogether, instead it should be that marking should be proportionate
- Confuse the quantity of feedback with the quality of feedback

Therefore, this academic year we would like all staff to follow the following marking policy expectations

Aims:

Marking serves a number of purposes including:

1. Recognising, encouraging and rewarding children's efforts and progress;
2. Providing very clear feedback to children;
3. Improving the quality of work and contributing to raising standards;
4. Diagnosing strengths, weaknesses and the extent to which children have learned;
5. Providing a clear record of a child's progress;
6. Motivating children and giving them the confidence to move on;
7. Providing parents with a clear indication of their child's level of achievement.

Practice and Procedures:

Verbal feedback will be given within lessons to aid the children's understanding of the target and to consolidate their learning. After a lesson, every piece of work should be marked using the guidance below.

Marking colour:

At Highfields, all work marked by an adult is done using **green ink**.

Where a child has self assessed their own work, this will be written in **blue ink**

Where a child has improved or edited their work, this will be written in **purple ink**

Early Years (Nursery and Reception)

The new early year's foundation stage (EYFS) framework was published in March 2021 and has been used by Highfields since 1st September 2021. There is a huge focus on the importance of vocabulary, both a vocabulary rich environment and regular verbal interactions between the children and staff in the setting. Therefore, EYFS marking is all done verbally. In Early Years staff will

- Talk to the child/children about why we are keeping a specific piece of work in their 'WOW' folder
- Share with children verbally the 'WOW' moments we add to 'Evidence Me' and explain why they are a WOW moment

- Use play partners to engage children in conversations about their learning, share what they are doing well and suggest/model ways in which their learning could be improved/moved forward
- Plan for opportunities for children to demonstrate previously taught skills, for staff to offer praise and further extend skills

As a form of visual feedback, children in Early Years will be provided with individual stickers to celebrate and share achievements.

KSI and 2 Maths:

At Highfields only the following codes are to be used when marking every piece of work:

TA - Target Achieved

FW - Further Work required. If a misconception is addressed with a child after the lesson, a tick and date will be added to the book.

SW - Supported Work (work completed with assistance from the class teacher or support staff). This could be next to individual questions that children have been supported with.

GW - Group Work (children completed this piece by working as part of a group)

✓ - Correct answer

X - Incorrect answer

* - This can be used to indicate a conversation was had with the child. It can be used at any point during marking e.g. if after question 2 you had a chat with a child, you would put a * by the question, the hope would be that you had initiated the conversation because whilst walking round you noticed the child had made a mistake or you were correcting a misconception so during a book scrutiny we could see that after the * the child started to improve/correctly answer questions.

When children reverse or incorrectly form digits, these can be modelled for children to copy correctly 3 times. No more than 2 digits for any one piece of work.

Where a child has completed a particularly good piece of work, a sticker may be placed in their book to recognise this.

KSI and 2 English:

At Highfields only the following codes are to be used when marking every piece of work:

TA - Target Achieved

FW - Further Work required. If a misconception is addressed with a child after the lesson, a tick and date will be added to the book.

SW - Supported Work (work completed with assistance from the class teacher or support staff). This could be next to individual questions that children have been supported with.

GW - Group Work (children completed this piece by working as part of a group)

✓ - Correct answer

X - Incorrect answer

* - This can be used to indicate a conversation was had with the child. It can be used at any point during marking e.g. if after question 2 you had a chat with a child, you would put a * by the question, the hope would be that you had initiated the conversation because whilst walking round you noticed the child had made a mistake or you were correcting

a misconception so during a book scrutiny we could see that after the * the child started to improve/correctly answer questions.

When marking a piece of work, you identify a word that the child has spelt incorrectly. This does not need to be every word but maybe a word the child finds hard to read or an age appropriate commonly misspelt word. The teacher will write sp next to it. Then the teacher will write the word once under the piece of work for the child to copy.

Spelling corrections will mainly occur during extended pieces of writing, and will not be more than three words.

When children reverse or incorrectly form letters, these can be modelled for children to copy correctly 3 times. No more than 2 letters for any one piece of work.

In pieces of writing, staff may correct capital letters, other forms of punctuation or grammar. This will be focused on the child's key misconception in that piece of work.

Y2-Y6 children will use purple ink when making improvements to their own work.

Where a child has completed a particularly good piece of work, a sticker may be placed in their book to recognise this.

KSI and 2 Foundation Subjects

At Highfields only the following codes are to be used when marking every piece of work:

TA - Target Achieved

FW - Further Work required. If a misconception is addressed with a child after the lesson, a tick and date will be added to the book.

SW - Supported Work (work completed with assistance from the class teacher or support staff). This could be next to individual questions that children have been supported with.

GW - Group Work (children completed this piece by working as part of a group)

✓ - Correct answer

X - Incorrect answer

* - This can be used to indicate a conversation was had with the child. It can be used at any point during marking e.g. if after question 2 you had a chat with a child, you would put a * by the question, the hope would be that you had initiated the conversation because whilst walking round you noticed the child had made a mistake or you were correcting a misconception so during a book scrutiny we could see that after the * the child started to improve/correctly answer questions.

In pieces of work, staff may correct key subject-related facts or technical vocabulary.

Where a child has completed a particularly good piece of work, a sticker may be placed in their book to recognise this.

Self/ Peer Assessment

KSI - Traffic Light Assessment - This will now only happen in KSI. Children can be given opportunities to self-assess their own work in class. This can be indicated by a traffic light next to the target completed by the children

Y2-Y6 - When children self or peer assess their work this will be done in blue ink.

Where another adult has taught the lesson or marked the books

Where books are marked by a different adult to the class teacher, a code of ST will be used to indicate this.

From now on, whilst marking your children's work we do not expect staff to;

- to write any form of feedback/praise comment e.g. you have worked hard today, well done!
- set gap tasks
- Use strength, strength step marking
- Use the I code for Independent work. From now on we will assume that any piece of work without SW or GW on was completed independently

General Data Protection Regulation

The General Data Protection Regulation provides a framework to ensure that personal information is handled properly. Personal information in school is managed in accordance with the requirements of the General Data Protection Regulation (GDPR). For further details of how we manage personal data, please see our privacy notice, which can be found on our school website <http://www.highfields.sandwell.sch.uk/our-school/3980-privacy-statement.html>. School's Data Protection Policy and Records Management Policy can also be found on our website