



All Saints Carshalton, Church of England Primary School

Marking Policy

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Agreed by staff - Autumn 2010

Reviewed - September 2014, September 2015, October 2016, October 2017

Next Review - October 2018

What is Feedback from Marking?

Marking is a process by which we can acknowledge and evaluate children's learning.

It allows staff to assess learning against clear success criteria and provide children with the opportunity to further develop their learning.

It allows children to evaluate their learning through peer and self assessment and determine actions for further learning.

It is positive and constructive.

It recognises pupils' efforts and encourages individual self esteem.

When and How we Mark

All formal learning is marked. Supply teachers must initial any marking carried out. Learning should be given Deep Mark at least once a week in English. Maths marking should be done either during the lesson or as soon as possible afterwards.

An agreed marking code is used in all Key Stages across the school (see Appendix 1 & 2). This is age appropriate. All staff mark in red ink. Children respond to marking in purple. In Early Years staff will use purple pen to record children's verbal responses to questions the teacher asks about their learning.

Foundation Stage

Feedback from marking may include:

- Verbal feedback and next steps (challenges) are given to children in all 7 areas of learning.
- When verbal feedback is given about a physical piece of independent learning, the verbal feedback symbol is used.
- Focus group learning will be marked using a smiley face system:



(Wide Smiley: independent achievement of learning objective & success criteria. Smiley: LO & SC achieved with some support. Straight smiley: LO/SC not met, the child was unsure or did not understand)

- Children will be told why they have been given a particular smiley
- If appropriate, they will be told the next step to take to achieve a 'wider smile' next time. Next steps should be briefly recorded on the learning, or on the observation notes
- Positive praise is given verbally and in the form of stickers and house points
- Pupils' names are placed on the star or shooting star accordingly

- Written feedback is mostly given for the benefit of teachers, parents and external agencies, but should always be shared with the children
- Marking should draw attention to incorrect spellings, appropriate to the phonics phase they are currently working at
- Please see the Foundation Stage marking code to see what annotations mean on pupils' learning

Key Stage 1

Marking and feedback may include:

- Colour highlighting in work linked to Marking Ladders and Check Lists (see Appendix 3)
- smiley faces
- ticks or dots (as appropriate)
- written comment relating to success criteria/ success criteria checklist
- next steps for learning relating to learning descriptors
- two stars and a wish
- corrections of some spellings and space for children to write the spelling three times
- annotation noting level of support given, if appropriate (see Infant marking code)
- adult marking with pupil
- awarding of house points
- evidence of peer/self-assessment by pupil/s
- evidence of pupil voice and opportunities for diagnostic marking
- acknowledgement of effort

Key Stage 1 transition to key Stage 2

Summer term in Year 2 and for Year 3 a colour code system is used when using Marking Ladders (see Appendix 4) rather than a lettering system

Key Stage 2

Feedback from marking may include:

- Colour highlighting in work linked to Marking Ladders and Check Lists (see appendix 3)
- ticks, crosses or dots (as appropriate)
- written comment relating to success criteria
- written comment relating to age related expectations
- written comment relating to next steps for learning
- corrections of some spellings
- annotation noting level of support given, if appropriate
- evidence of adult marking with pupil
- awarding of house points

- acknowledgement of effort
- evidence of peer and self-assessment

Marking of Spellings

Please note that only mistakes in spellings of words that are expected to be spelt correctly for each Year group/phase will be corrected.

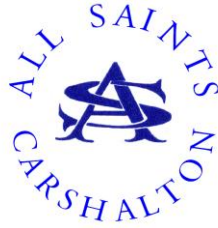
Equal Opportunities and Inclusion

This Policy aims to ensure that all children can access appropriate marking and feedback to ensure that progress is made and learning takes place.


Links

This policy should be read in conjunction with the school's policies for Teaching & Learning and Assessment.

Appendix 1



Early Years Marking Code

Code	Meaning
LO SC	Learning Objective Success Criteria
	Wide Smiley: Independent achievement of LO & SC Smiley: LO & SC met with some support Straight Smiley: LO & SC not met, the child was unsure or did not understand
Green highlighter/pen	Green for growth Next step
C	Copied
ELG	Early Learning Goal (linked to Goal number)
HP	House Point
CI	Independent Learning (Child Initiated Learning Activity)
AI	Learning challenge (Adult Initiated Independent Challenge)
Purple pen	Verbal Feedback given by child (independent learning)

Characteristics of Effective Learning:

PE – Playing and Exploring

AL – Active Learning

CTC – Creating and Thinking Critically

Appendix 2



Key Stage 1 & 2 Marking Code

Code	Meaning
GG	Guided Group Learning
S	Supported Learning
I	Independent Learning
LOE	Learning Objective Experienced
LOM	Learning Objective Achieved
LOD	Learning Objective Developing
LOM+	Learning Objective Exceeded
VF	Verbal Feedback
CR	Child Response
SP	A spelling that a child will practice at the end of the piece. Written out 3 times in purple
Pink highlighter pen	Tickled pink Areas of Success In English these will be linked to Markng Ladders and Writing Check Lists
Green highlighter/pen	Green for growth Next step In English these will be linked to Markng Ladders and Writing Check Lists

Purple pen	Response/marking by child
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Appendix 3

Definition of Marking Ladders and Check Lists

Marking Ladders - List of objectives particular to a style of writing e.g. instructions

Check List - Stickers with a Year specific generic list of expected writing objectives

Appendix 4

Types of words

NOUN (brown) - the name of a place, person or object (*London, Bran, knife*)

ADJECTIVE (red) - describes the noun (*amazing, determined*)

VERB (green) - an action/doing or being word (*crouching, is, has*)

ADVERB (blue) - describes the verb (*nervously, bravely*)

ADVERBIAL PHRASE (blue) - describes how, when or where something happens

CONJUNCTION (orange)- joins 2 ideas together (e.g. while, because)

PREPOSITIONS (pink)- gives information about position or movement (where or when)