

Hull Collaborative Academy Trust



Marking Policy

Stockwell Academy





Stockwell Academy School Marking Policy

At Stockwell it is our intention that marking should encourage and teach pupils, making them think about their work and challenging them to go further. Marking should redirect or refocus both the teacher's and the child's actions in order to achieve objectives and move learning forward.

The aims of our marking policy are to:

- Provide children with a consistent approach to the evaluation of their work.
- Encourage discussion of children's work.
- Encourage self and peer assessment.
- Give children time to respond to feedback and make improvements in their work.
- Help children achieve their full potential and gain independence in their own learning.
- Help them learn with confidence and develop a positive attitude to their work and its outcomes.
- Ensure marking contributes to Assessment For Learning.
- Link target setting more effectively to the marking and assessment process.

When to mark

Marking should be done either during, or as soon as possible after a piece of work or a task is completed. It should **always** be done before the next teaching session of that subject.

What to mark

All work should be acknowledged. It should be clear to a child that a teacher has looked at their work before it is returned to them.

Response Marking should be after every piece of work where corrections and improvements are required.

For all other pieces of work Standard Marking should be used.

How to mark written work

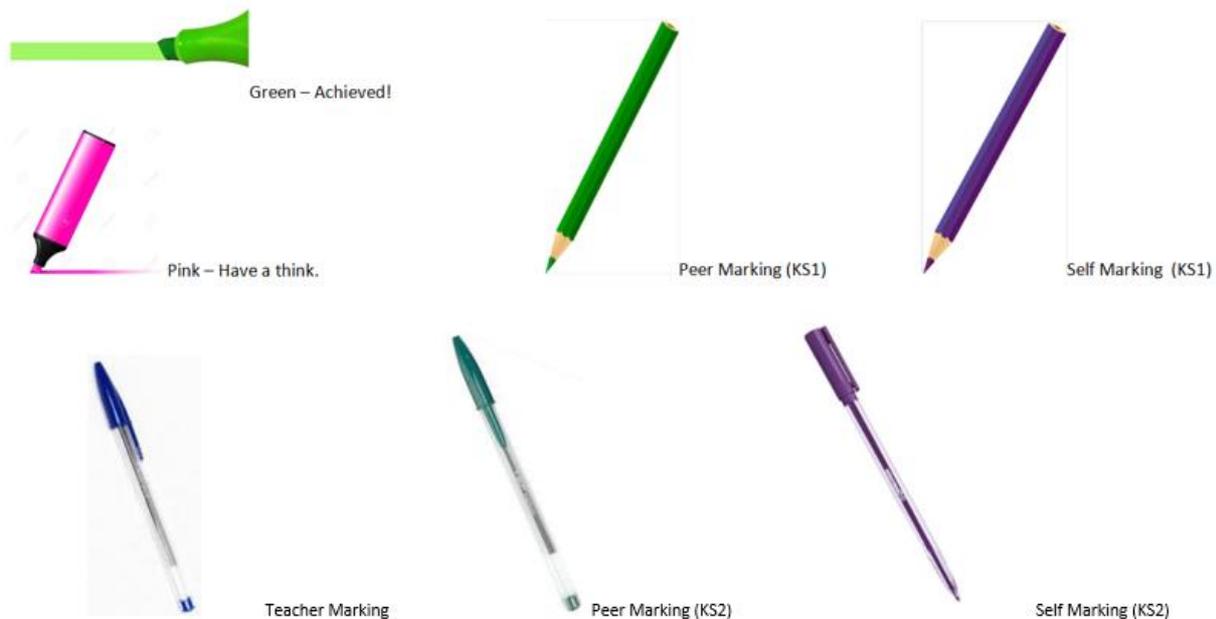
Please use a **GREEN** highlighting pen to show when the learning objective has been achieved.

Use a **PINK** highlighting pen to encourage children to have a think and amend their work.

Teachers are to mark in a **BLUE** pen.

Children are to peer-mark using a **GREEN** pen.

Teacher is to give verbal feedback and encourage children to respond using a **PURPLE** pen (purple polishing).



Standard Marking

- The title of all pieces of work will be a learning objective and will be written as a 'I Can' statement. This will appear in a grid followed by opportunities to self- assess and for the teacher to assess.
- When work is completed children should be allowed time to self assess their work against their objective. This will appear in a table at the top of the work with smiley face visuals.
- When work is completed or at relevant points in the lesson, some opportunities should be given for peer assessment against the objectives. This should always be done in a **GREEN** pen or pencil. Self-marking should always be done in a **PURPLE** pen or pencil. This should only be done because of teacher feedback.
- When work is completed the teacher should use a **GREEN** highlighting pen to highlight examples in the children's work that show they have met the objective. Two

examples are sufficient. A **PINK** highlighting pen should be used to encourage pupils to have a rethink and make amendments to their work.

- A clear way forward using the marking key should be given.
- Children should also be challenged in marking.
- When correcting spellings focus on three that can be written out correctly for the children to learn using Look, Cover, Write, Check.

Marking Symbols:

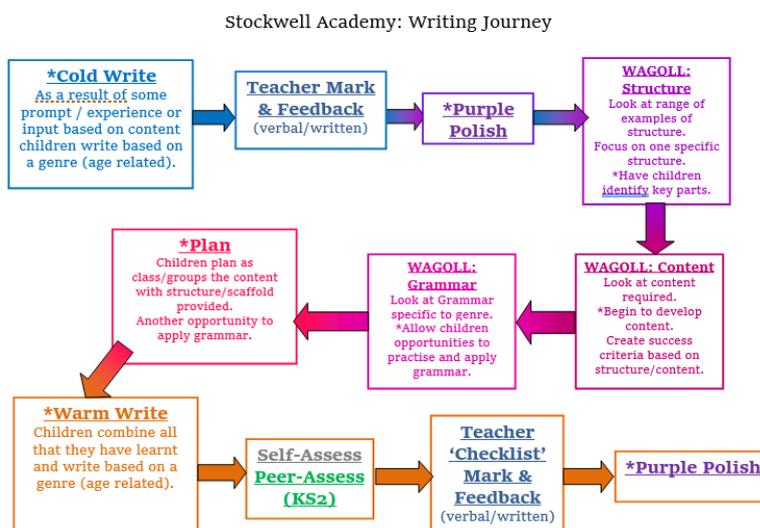
Stockwell Academy Marking Key 2017-18

*	Remember
	Target
	Finger Spaces
ABC	Capital Letters
•	Full Stop
FF	Use Fred Fingers for spelling
	Amend these spellings
	Presentation / Letter Formation
	Check this makes sense / Proof read
+	Include more in your work / Develop your work
AAA	Write smaller
AAA	Write larger
? ! , " ' ()	Use punctuation (only use symbol necessary)
	Replace this word (use dictionary/thesaurus)
[Paragraphs
I	Independent
S	Supported
G	Guided
VF	Verbal Feedback

Response Marking

Response marking provides children with clear guidelines about how to improve their work and allows them the opportunity to apply new skills through a challenge activity. It also provides opportunities to set new targets.

- The title of all pieces of work will be a learning objective and will be written as a 'I can.' statement.
- When work is completed children should be allowed time to self assess their work against their objective using the faces (must be displayed in classroom)
- When work is completed or at relevant points in the lesson, some opportunities should be given for peer assessment against the objectives. This can follow the same format as self assessment but should always be done in a **PURPLE** pen or pencil.
- When work is completed the teacher should use a **GREEN** highlighting pen to highlight examples in the children's work that show they have met the objective.



Encourage

(To foster confidence and motivate)

- Well done you have made many valid points in your argument
- Great work! I can see you have tried really hard to use capitals in the right place at the end of your sentences.
- I agree you have nearly met your objective. You have used 'because' as a connective and this has really improved your work.

Prompt Thought

(To make children actively reflect on their work)

- Add CL to all the Proper Nouns e.g. Anna
- Include a variety of connectives to make your writing more interesting.

Be constructive

(To improve and develop work. To take children forward and build on their level of performance. To be linked to next targets)

- Underline the modal verbs
- Now write a sentence starting with an adverbial phrase

- Add () to show parenthesis

Challenge

(To extend children's thinking. To differentiate and match tasks to children's performance and motivational level. To show high expectations of what children can achieve if they think for themselves)

- Which would you say are the most important points for the judge to consider?
- Write three sentences to describe the monster in this picture and use an exclamation mark in the best place you can.
- Scan the QR code and read the passage. Can you rewrite it using the three connectives you have chosen?

How to mark Maths

Standard Marking

Please use a GREEN highlighting pen and a BLUE pen for all other written or drawn responses.

- The title of all pieces of work will be a learning objective and will be written as an 'I can' Statement' in the form of a self assessment grid.
- When work is completed children should be allowed time to self-assess their work against their objective and to fill in their assessment grid. A longer grid will be put in their books at the beginning of a sequence of lessons as appropriate.
- When work is completed or at relevant points in the lesson, some opportunities should be given for peer assessment against the objectives. This can follow the same format as self-assessment but should always be done in a **GREEN** pen or pencil.
- When work is completed the teacher should use a **GREEN** highlighting pen to highlight examples in the children's work that show they have met the objective. Two examples are sufficient. This should then be recorded on the child's assessment sheet.
- Teachers should mark calculations, diagrams etc. that are correct with a tick and calculations, diagrams etc. that are wrong by circling the area that has the error.
- If these errors are 'slips' then children should be given time to correct them.
- If the errors show a lack of understanding then strategies to address this should be planned for the next session.
- All work should be acknowledged before the next session. Be encouraging!

Detailed Response and Feedback

- The most effective time to respond to a child's work is with the child, in the class.

- When teaching a group or individual more detailed demonstrations, prompts or challenges can be discussed with the child and this can be recorded in their books.
- Any work that a child does in response to an adults input should be done in purple.
- Do not use VF in books to show you have talked to a child. Record prompts so that the child is reminded of the conversation and can implement the strategies. The changes will be carried out using a purple pen.
- Expectations for these children's work in the next session should be seen in planning.
- It is then expected that any subsequent work will show progress as the strategies, or challenges, are used by the child.
- It is expected that all children will work with a teacher across the week, therefore all books will have at least one example of this type of response every week.

Challenge

(To extend children's thinking. To differentiate and match tasks to children's performance and motivational level. To show high expectations of what children can achieve if they think for themselves)

- Can you spot any patterns in the numbers? Come and show me when you have found some.
- Find the value of y in these equations. Remember to watch the video again if you get stuck. Now set me a challenge with an equation.
- Which of these shapes are regular shapes? Explain how you know.
- So for example, use **prove it, convince me, show me how**

Marking work completed on ipads, PCs, laptops or other electronic devices

Work completed and saved on electronic devices should be either:

- Marked according to the school policy on the device and evidence kept of this e.g. as a QR code in the relevant book.
Or
- Evidence of the work should be put into the relevant book as a QR code and Response Marking should be recorded under this. The child's response should be recorded in the same way.
- It is the intention that other methods of marking and saving work using mobile devices will be developed.

Peer marking

The use of peer marking has been identified in this policy as a way of assessing work against the objective set using a green pen.

Adapting marking for younger children and those with specific needs

Standard marking should still follow the usual format as the majority of feedback is done using the marking key symbols. Teachers should use their professional judgment about the amount of symbols used.

Response marking can be adapted if needed by substituting words for symbols but should still follow the format of:

- **Encourage**
- **Prompt Thought**
- **Be Constructive**
- **Challenge**

Response Marking

- Pupils need to respond to marking using a purple pen, either correcting highlighted work in pink or completing a specific target given by the teacher.
- Allow them time at the start of the lesson to do this and to then evaluate their response in the usual way.
- Concepts that are persistently misunderstood by individual children need to be recorded by the teacher, explained personally and, where appropriate, used for targets.

Supply teachers

Supply teachers should follow the marking policy for standard marking. Any work marked by a supply teacher should be marked ST.

Monitoring

We will ensure that these procedures are being used consistently throughout the school by carrying out regular book scrutinies as part of the school's monitoring cycle. Feedback on the implementation and consistent use of the policy will be given during staff meetings or with individual members of staff.

Reviewing the policy

The marking policy needs to be reviewed annually or when changes have been implemented within the teaching sequence.