# Forty Hill C.E. School
# Marking Policy

## Introduction

The purpose of marking and feedback is to make a difference to learning. At Forty Hill C.E. School, we believe that it is important to provide constructive feedback to children, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

## Principles that guide our approach to marking

Marking and feedback should:

- Be manageable for teachers and accessible to children
- Relate to the learning objective and success criteria
- Involve all adults working with the children in the classroom
- Give recognition and praise for achievement and clear strategies for improvement
- Allow specific time for children to read, reflect and respond to marking
- Respond to individual learning needs
- Inform future planning and target setting
- Use consistent codes across the school
- Ultimately be seen by children as a positive approach to improving their learning
- Be used as a means of feedback to parents and celebrating success

## Marking children's work

At Forty Hill, every piece of class work will be marked in red pen. Any children's response will be in green pen in order to identify pupil voice within their learning.

The Governors and Senior Management Team are committed to ensuring that the demands of marking and feedback to aid student progress are appropriately balanced with staff workload. Staff are encouraged to use their professional judgement in their decision on the most suitable method for feedback, with clear rationale for how the method aids a child's progress.

There are many ways in which children's work is marked, including:

- Acknowledgement marking
- Use of marking and support codes
- Peer- or self-marking
- Verbal feedback and use of speech bubbles
- Highlighting against the success criteria
- In-depth marking

## Acknowledgement marking

Acknowledgement marking shows that the piece of work has been read by the teacher and acknowledged in the form of the marking and support codes and/or a comment.

## Use of marking and support codes

Alongside secretarial marking (missing general punctuation) and acknowledgement marking, marking and support codes are used to show how the child has completed the work, addresses errors and identifies areas for improvement.

At Forty Hill, we use the following marking and support codes:

| | Finger space missing
P | Punctuation
// | Paragraph missing/wrong
Sp | Spelling
? | Unclear
Λ | Omission (something is missing)
● | Incorrect answer
I | Independent
VF | Verbal feedback given
AS | Adult support during lesson
PW | Partner work during lesson

**Peer- or self-marking**
Children should regularly be encouraged to self-evaluate their own learning as well as the learning of their peers by identifying successes and looking for ways to improve against the learning objective and success criteria. Children will be taught to identify areas of strength and development and the language in which to articulate to their peers.

**Verbal feedback and use of speech bubbles**
Children learn best when they have immediate verbal feedback from the teacher as this gives the children the opportunity to reflect on their learning during the lesson and make improvements and progress towards the learning objective. Therefore, we encourage teachers to mark with the children as often as possible. Verbal feedback will be indicated using the **VF** symbol from the marking and support codes.

Speech bubbles provide an opportunity for children to record their reflections on their learning or improvements and show how they have met the learning objective following verbal feedback.

**Highlighting against the success criteria**
Every lesson has a learning objective taken from, or linking to, the National Curriculum. In Maths and Writing, the learning objective will be broken down into success criteria in the form of a 'must, should or could'. This differentiates the task and guides children with steps to success towards meeting the learning objective. Teachers will show to what extent the child has met the learning objective by highlighting either the 'must, should or could' following the lesson. Hashing may be used to indicate that the learning objective has been partially met. Some text maybe highlighted to show evidence against the success criteria.
Where there is no 'must, should or could' for the lesson, the learning objective will be highlighted if met or hashed if partially met.

**In-depth marking**
When appropriate, teachers will focus on both successes against the learning objective and areas for improvement by writing a more detailed response in order to address misconceptions, consolidate learning or provide an opportunity for an additional challenge or mastery.

Examples of in depth marking may include comments such as:
- Prove it…
- Now try…
- Show me…
- Explain in your own words…
- Find your mistake and fix it…
- Uplevel the following…
- Give an example of…

Teachers may also use:
- A **question** prompt (e.g. 'what else could you say about the prince's clothes?')
- A **scaffolded** prompt (e.g. 'What was the monster doing?', 'the monster was so angry that he…')
- An **example** prompt (e.g. 'try to use adjectives in pairs: the juicy, green apple; the scrawny, hairless cat. Rewrite your sentence using pairs of adjectives for each noun')
- A **reminder** prompt (e.g. 'remember to always line up your HTO columns. Try it with these calculations…' or 'write the paragraph again using some of the emotive language from the working wall')

In order for the marking to be formative, the information must be used, and acted upon, by the children. Therefore, when work has been marked in depth, time is planned in a future lesson for children to read and write a focused improvement based on the feedback given. Ideally, this would happen when the learning is still current and meaningful.

Teachers model this process to the children so that they are clear what the marking and support codes represent and how to respond to in-depth marking.

**Spelling, punctuation and grammar**
All spelling, punctuation and grammar errors are not marked in every piece of writing but will be noted as a future teaching point. However, where spelling, punctuation or grammar is a curricular target, then children will be expected to attempt to meet their current target and previous targets: e.g. when an adult feels that a child can correct a spelling, he or she will indicate the spelling error with the **SP** code.

Children are given feedback about the elements that the teacher has asked them to pay attention to or is currently a curricular target. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning objectives.

**Marking in the Early Years Foundation Stage**
In Nursery and Reception, the teachers focus on giving oral feedback to the children but will also write comments that are appropriate to the children's learning and facilitate conversation. Staff will write comments on work as part of the process of gathering information for the Foundation Stage Profile. Teacher will often write a transcription underneath the work when required and use positive praise, stamps and acknowledgement marking. We will also use the following codes:

| | |
|---|---|
| H | High Support |
| M | Moderate Support |
| I | Independent |
| VF | Verbal Feedback |

**Monitoring and Evaluation of the Policy**
The Senior Management Team will conduct 'book looks' to monitor the marking across the school, as well as hold pupil conferences to discuss the way the children feel about the marking of their work. Feedback and support will then be provided to staff. Staff meetings will allow time for discussion to ensure that the policy is working effectively.

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