



Redlands Community
Primary School

Working Together and Aiming for Excellence

**Sileby Redlands
Community Primary
School**

**“Marking Policy and
Procedure”**

**Agreed by Teaching staff – February 2016
Review date: January 2017**

Marking Procedures

It is of paramount importance at Redlands Primary School to ensure that all children receive feedback for the work that they produce across the whole curriculum.

In providing this marking feedback it is intended that children understand how they have succeeded in their learning objectives, as well as how they can continue to improve their work in a supportive and encouraging environment. Redlands Primary offers an environment where children are encouraged to do their best and are prepared to evaluate their own and other's work in a positive and supportive manner.

The purpose of marking:

- To assess understanding
- To inform future learning / teacher's planning
- To offer an opportunity to have a regular written or spoken dialogue with the children
- To ensure children are clear about the learning objectives and criteria for success
- To provide constructive suggestions about ways in which the child may improve his/her work
- Teachers and children can monitor progress towards age related expectations

At Redlands

- All work will be marked, but teachers will be selective about which specific aspects they choose to comment upon. We expect that children will receive two quality marks per week in both English and Maths. This is where one positive comment and one next step will be written for the child to act upon.
- We do not correct all mistakes within a child's piece of work, but usually mark against a success criteria that fits the specific teaching in that lesson.
- We do not use marks out of ten or grades on children's work, except in a test or formal assessment situation.
- During each lesson, the teacher will ensure the children understand what the learning objectives and outcomes are and that these will be the criteria by which the children's work will be marked. The title of the work will reflect the objective and, thus the criteria for marking.

- Teachers will recognise effort as well as quality, not in a vague or generalised way, but linked to specific skills or understanding
- In our quality marking, we try to include positive comments and next steps or 'act on' comments e.g. 'I liked the way you have used adjectives. Try including one in this sentence...'
- Sometimes children will mark their own work or each other's under the supervision of the teacher or Learning Support Assistant
- At the start of each lesson, the learning objective will be shared with the children.

At Redlands Primary it is important to us that the children get a consistent message as they move through the school. In this respect a progression of marking and recording has been implemented so that children can recognise when they have achieved success whether they are in the Foundation Stage, Keystage 1 or Keystage 2. To achieve this consistency, the team at Redlands use the colours of Orange and Purple to promote success and development.

'Redlands Review' will be used to ensure that time is given to all pupils, to ensure that children have a chance to read feedback and act on any next steps.

Foundation Stage

- Due to the practical nature of the Foundation Stage and the encouragement of Free Flow Play, it is expected that children will receive positive feedback both verbally and through the use of written feedback in the presence of the child. Children know that they have succeeded when they receive positive verbal comments from adults.
- When comments are recorded they will be written in Orange ink – this is the colour that will indicate to the child that they have achieved success. Written comments will usually appear in the child's Fantastic Ideas book when working with an adult on other guided activities.
- The Foundation Stage team will continue to record their observations to inform progress against the Development Matters document (using Tapestry). These recordings will be used as reference documents by the team to inform their assessments.

Keystage One

- During this Keystage, children will be required to make more formal recordings in various books that span the National Curriculum Subjects. Orange Ink will be used to highlight to children that they had achieved success against the learning objective. Work will either be highlighted or a comment recorded in Orange ink. The Keystage One team is very aware that “Marking” needs to inform and therefore are conscious that long comments may not be accessible to certain groups of children.
- Any piece of work, in any subject, that the child will have the opportunity to look back and reflect upon will be “Marked” with Orange ink. In doing so the children will recognise the consistency of marking across all subjects and all work books and folders.
- The Keystage One team will also introduce “Purple” ink in their “Marking” – this will then continue throughout the school. Purple ink indicates to a child a “Developmental” point – an area within his/her work in which an improvement could be made and reflected upon.
- The Keystage One team will also introduce the code of “Sp” to highlight to children that a spelling error has occurred. Again this will be highlighted in Purple. Not all words will be corrected by the person marking the work, but words that children are expected to be able to spell (common exception words) according to their ability. Words which have been focused upon in the classroom, either within Phonics sessions or through weekly spelling checks will also be highlighted to show success or development.
- The omission of capital letters and basic punctuation will be written over or added accordingly using Purple ink.
- During the development of writing structure, children may omit the gaps between words necessary to make the writing legible. A single Purple inked line will demarcate where the child should have left a “Finger Space”.
- The code “VF” will also appear in books and folders – this will indicate that “Verbal Feedback” has been given to the child – this will take place during the session and tends to be immediate.

Keystage Two

- The Keystage Two team will apply and extend all the above procedures – ensuring that the children fully understand how their work has been reviewed by an adult and what he/she can do to improve work further. The colours of Orange and Purple will be firmly embedded at this stage and the children will recognise the routines associated with evaluation and “Marking”.

- The codes “CL” and “Sp” will feature in margins and developments and success will be underlined using the appropriate colour.
- When a child has reflected on a piece of work or read an adult's comments, he or she is asked to write their initials to show that they have understood and recognised how the piece of work can be developed.

VCOP (Vocabulary, Conjunctions, Openers, Punctuation) marking

VCOP marking is used across KS1 and KS2 and helps children to self-assess their work against their success criteria by highlighting their use of vocabulary, conjunctions, openers and punctuation. In KS1, the children will start with fewer areas to look at and this will build up to the four areas as the child achieves more stamina in their writing.

The expectation is that teachers use a VCOP mark at least once per unit of work and for all independent assessed pieces of writing (usually hot and cold tasks).

Generic

Throughout the discussion process of evaluating and “Marking” work, adults will refer to “WWW” (What Worked Well) and “EBI” (Even Better If...) Children will be asked to respond to these statements, either as a whole class or through peer-to-peer support. These discussions are used to encourage the child to be reflective and critical of their own and other's work in a supportive and respectful manner.

Work and tasks are structured to be challenging to promote progress. The Keystage teams feature a wealth of experience – Teaching Staff, Classroom Support Assistants, Trainee Teachers and Volunteers. Different groups will work with different support throughout the week and will also work independently. To ensure what support has been given a stamp will be made alongside the children's work which will state:

1. Teacher Assisted Work
2. TA Assisted Work
3. Independent Work

The Creative Curriculum promotes independent learning and all children are expected to investigate areas of learning. There may also be times when learning takes place through practical activities which may result in no written recording. If a practical activity takes place, the learning objective and success criteria will still feature in the child's book and

assessed by the teacher and pupil. In some instances, the use of QR codes will be used to show the final outcomes. The school advocates the use of 'pen down days' to support teacher workload.

Progress and attainment will be evaluated by the English and Maths leaders on a termly basis and will ensure that children are aware of their targets according to the recordings and assessments from class teachers.

The Headteacher and senior members of staff will conduct termly work scrutiny and lesson observations to monitor that the "Marking Policy and Procedures" are being effectively applied and that procedures are promoting progress for all pupils regardless of ability and position.