



Balby Central Primary School

Policy for Marking

Date of Policy: October 2016

Approved by the Head Teacher: October 2016

Review Date: October 2017

At Balby Central Primary School we provide effective feedback ensuring that it:

- is specific, accurate and clear (e.g. “It was good because you...” rather than just “correct”).
- compares what a learner is doing right now with what they have done wrong before (e.g. “I can see you were focused on improving X as it is much better than last time’s Y...”).
- encourages and supports further effort (getting a balance between support and challenge) and be given sparingly so that it is meaningful (as too much feedback can stop learners working out what they need to do for themselves).
- provides specific guidance on how to improve and not just tell students when they are wrong.
- is supported with effective professional development for teachers.
- sets complex or challenging tasks or goals to emphasise the importance of effort and perseverance as well as be more valued by the pupils
- comes from other peers as well as adults

(Adapted from Sutton trust research into marking as part of Pupil Premium toolkit)

We believe that effective feedback and marking helps us understand where the pupils are in relation to learning goals, adapt our teaching in response, and plan how to plug the learning gaps.

How do we mark English and Maths work?

Each piece of work has the key indicator statement stuck into the children’s books before they begin the task, These statements are taken straight from the Essentials curriculum and support the teacher in assessing what the children have achieved during the session and at what level they have been successful (Modelled, Applied or Chosen).

The key indicator should be explained to the children and a checklist can be given to the children to help them understand how they can show they have been successful in their work. The teacher makes the judgement as to whether to provide a checklist or not. This will take the following format in each year group;

We are..						
Key Indicator						
<ul style="list-style-type: none"> • I can describe historical events 						
Modelled		Applied			Chosen	
Collaboration	Effort	Talk	Resilience	Determination	Confidence	Reflection

Planned tasks should reflect whether the children are working at a basic, advancing or deep level by using the Chris Quigley verbs.

The teacher ticks next to the key indicator showing whether the child has Modelled, Chosen or Applied the task.

When work is completed teachers use an action and response approach when marking English and Maths work;

- **F** -Feedback
- **A** – action:
A task is set for children to do to extend, consolidate or address any misunderstandings
- **R** – response:
Pupils complete actions given

Sometimes children may not have an action to complete. The teacher makes this judgement. There needs to be sufficient evidence of actions and responses to ensure children are addressing misunderstandings or being challenged in their thinking.

All teachers marking is focused on key words ensuring it is short and to the point, manageable for teacher and meaningful for the child.

Incorrect spellings should be marked on every piece of work, spellings highlighted should be high frequency words and words from the age appropriate age list which the children are expected to know. These should be underlined and *sp* written in the margin.

In KS1 teachers will write the spellings at the end of the work for the children to copy three times

In KS2 children should look up the spelling and write it in purple pen above the incorrect word (there may be some exceptions for lower ability children)

Positive reinforcement is given through the allocation of dojo points. Teachers indicate which of the learning powers the point is given for and the reason i.e. 1 effort point - handwriting.

What will this look like in EYFS?

Work will have a learning intention as the title, stuck in or written by the adult.

A written comment may be on the work to show what the child has achieved as part of on-going assessment.

Feedback may be verbal.

The adult will initially talk to the child about how they have met the learning intention and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning.

The work will then be ticked and initialled with V for verbal feedback.

Purple pen time

Acting upon feedback comments is routine, dedicated improvement and reflection time is given to the children at the beginning of each day.

Children respond to any actions outlined by the teacher in purple pens in their books, clearly showing where responses have been completed. These responses are checked and acknowledged by the teacher i.e. they may be ticked, initialled or commented on.

Marking and feedback in other curriculum areas

If work completed in other curriculum areas has an English or Maths focus it may need to be marked using the action and response approach, this ensures that the high standards expected in English and Maths are seen in topic work.

Teacher judgement is used when marking all other topic work as to whether an action and response comment is required. If no action and response comment is needed work still needs to be ticked to show it has been seen

If the work is marked using action and response teachers must focus on marking against the new learning in that curriculum area i.e. in science an action and response will focus on a science skill the children are learning.

When do we mark?

Each child's book is marked for the next session showing the children that we value the work they have done and allowing the teacher to respond to any misconceptions or difficulties within the work in the next session.

Appendix 1

Assessment Point/s	BAD:	Support:
<ul style="list-style-type: none">•••		

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<ul style="list-style-type: none">•••		

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<ul style="list-style-type: none">•••		

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