Potters Green School

nurturing bright futures

Marking Policy

(Introduced September 2020 – Updated June 2023)

Introduction

This policy gives guidance to staff on the purpose, types and frequency of marking at Potters Green School. The marking policy aims to establish a reflective and interactive dialogue between the child, teacher and other adults. It must enable the child to contribute to the learning experience by helping them to make judgements about their own learning successes and needs, and reflect on the overall outcome of the work; in addition, it should encourage children to take ownership of their own learning, and to learn from their mistakes. This policy has been written following consultation between teachers and children, and research by staff into effective marking for progression.

Aims and Objectives

We believe marking should:

- Be a positive experience.
- Improve the learning experience for the pupil.
- Indicate where the child has achieved success in meeting the learning objective/WALT, that he/she has been working towards.
- Lead to focused improvements in work.
- Be part of an active dialogue between pupil and teacher.
- Set high expectations of quality from children, with the belief that they can improve themselves with a growth mindset.
- Reflect the belief that children are responsible for their mistakes (such as missing capital letters in error) and editing, but teachers are responsible for addressing their misconceptions (such as not understanding how capital letters are used).
- The Thrive principles should also be reflected in the marking process.

Marking should satisfy the following questions:

- Can the child read what I've written?
- Will the child be able to understand the language I've used?
- Does my comment praise where deserved?
- Has time been allowed for the child to respond to the marking comment in an active way?
- Is the marking a good role model for the children eg accurate spellings, handwriting in line with the presentation policy?
- Will my marking expect the child to take responsibility for their own learning, and make improvements or changes as needed?

- Does my marking encourage the child to approach their misconceptions with a growth mindset?
- Does my marking make it explicit what the child needs to do?
- Is my marking in line with the Thrive principles and philosophy.

Who should mark?

The class teacher is responsible for the marking of children's work. However, it is expected that children will, at times, mark their own work in green pen before attempting their own corrections, prior to the teacher marking.

A Teaching Assistant may be required to mark if working with a group, eg routine spellings, mental maths tests. The quality of the marking remains the responsibility of the class teacher.

Children will need to be taught the symbols for the marking policy to enable them to understand teacher's marking and know how to comment upon it.

When should we mark?

At Potters Green, we believe that marking is most beneficial if the child is actively involved in a conversation with the teacher, at the time of the work being completed. This supports children to improve their work and address misunderstandings at the point of learning. During lessons, teachers therefore will try where possible to work individually with children to live mark their work in a supportive dialogue. When work is marked this way, it will be indicated with an asterisk drawn by the teacher in the margin, and any changes, improvements/corrections/editing, made by the child subsequently will be done in green pen. Teachers will also make a comment at the end of the work.

Where the teacher has not live marked with the children during the lesson, marking will be done afterwards in a greater level of detail (see below).

How should we mark (non-negotiables)?

- All marking should be done in purple ink by the adults (pens provided by the school).
- Children's response to the marking should be written in green pen.
- Marking comments or symbols should not detract from the child's work; it should be discreet, with tidily written comments.
- If spelling is not the main focus of the activity, 3-5 misspelt words may be indicated at the bottom of the piece of work. These words could be basic words the child is expected to know given their ability or subject specific vocabulary for various areas.
- A tick indicates work which is correct; a cross indicates work which is incorrect.
- Marking by supply teachers is to follow the same policy with them using the appropriate symbols.
- Work that is live marked should be indicated by an asterisk in the margin.
- If achieved, a tick will be placed through the WALT.

- After the WALT a consistent format should be used. EG, 'As historians WALT ….'
- Orange highlighter pen will be used to draw a child's attention to a particular focus in their work to identify errors/ways forward. Only one focus area should be highlighted in a piece of work (in orange).
- Editing and corrections by the child will be completed in green pen.
- Where a child has marked with a tick or a cross, this is done in green pen: teachers must check for accuracy.
- If a child re-attempts a question following live marking, they do so in green.
- Where a child has a misconception, the teacher models in purple pen: this can either be as part of live marking, or in post-lesson marking.
- Children should always be praised for their achievements. This can be done through positive comments, stickers, using growth mindset language and award of merit points, certificates which can be presented in assemblies and headteacher awards.
- Advice to improve is given as an imperative, rather than a question, for example, writing, 'Edit your punctuation' rather than, 'What punctuation are you missing?'
- If you have written any feedback requiring a response – remember to go back and check that the child has answered it appropriately/correctly e.g. spellings
- Every piece of work must be marked, either through live marking or a post-lesson comment.
- Live marking should be distributed fairly around all children.
- Where the teacher stops the lesson for the class or a group, and intervenes, the child puts an asterisk in green pen before continuing, to show the impact of the intervention.
- In pieces of extended independent writing, linked to The Write Stuff, the expectation is that the child will edit to a high quality in green pen before teacher marking. Editing demonstrates that the child has ownership of their work, and should have a direct impact on quality. The teacher will then use a template to show E1, E2 and E3, linked to the Write Stuff editing, in KS2, to show errors for spelling, grammar, punctuation, re-writing and reimagining.

<u>Specific Guidance for Mathematics</u>

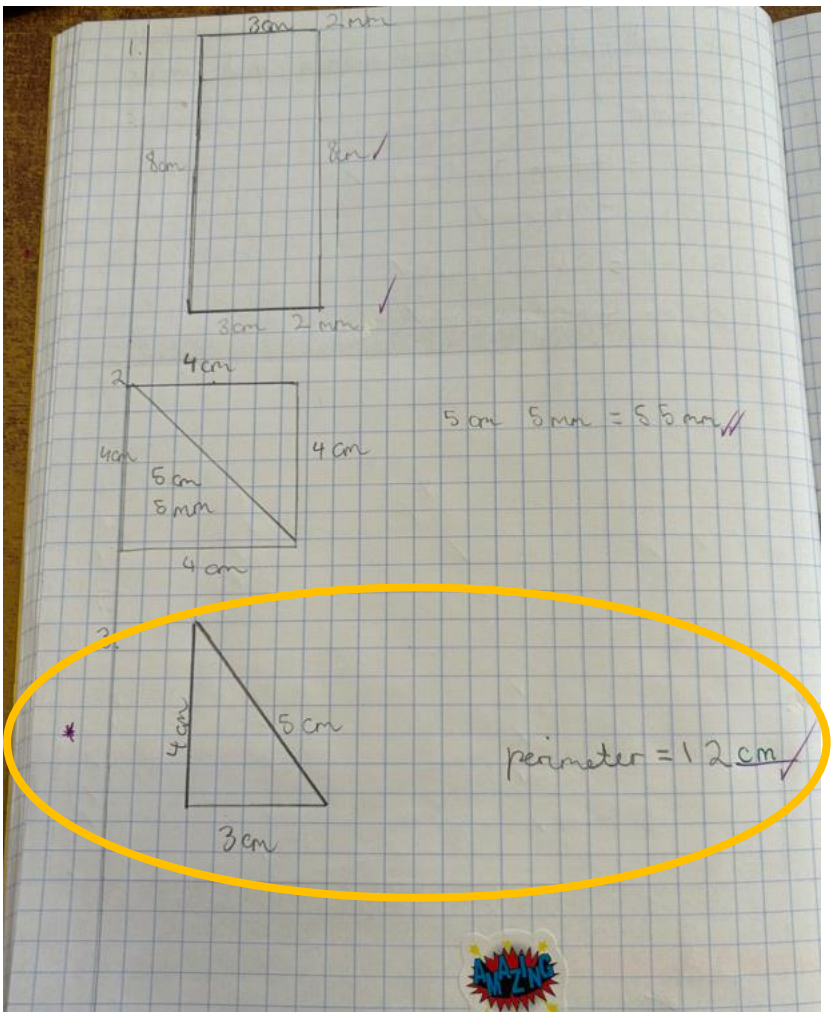
Where possible, marking in maths aims to ensure that children learn from their mistakes at the point when they occur and live marking supports children to correct errors during a task. Post lesson it is important that work is marked and errors are addressed either through a teacher model or a Wobbly Wallet (same day intervention marked in book as WW with the date).

- Where appropriate during a lesson, teachers will read answers to the class for the children to self-mark. If they have made mistakes, the children are encouraged to reattempt in green pen, before seeking help from the teacher if they still do not understand. This is to encourage children to be responsible for mistakes with a growth mindset.

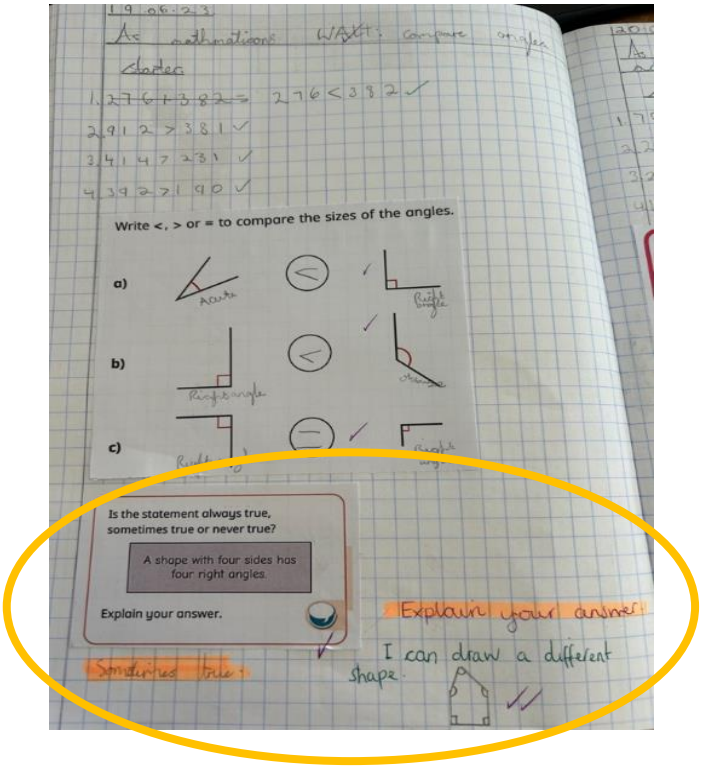
Symbols used in the Marking Scheme

Symbols	What they mean?
*	Live marking has taken place with teacher or teaching assistant
HP	House Point awarded
HP	House Point collected
✓	Correct
×	Incorrect
U ✓	Unfinished/acceptable reason (such as music lesson etc)
A	Pupil Absent – task missed (with date and WALT)
S	To indicate a Spelling error of a word that the child should know for their ability or focused vocabulary. At the bottom of the page it is to be written out with the number of times the child is to copy the correct spelling out (modelled by the teacher).
TA	Teaching Assistant working with children.
I	Child worked independently (only to be used where this is unusual for the child, as they may normally work with a TA)
✓ WALT	To be ticked through the word WALT as an indication that the teacher has assessed this child has achieved the WALT. If not ticked this would indicate a child has not achieved the WALT.
//	New Paragraph
	Full Stop missed
	Capital letter. Circle the letter where there is a capital letter error for the child to edit in green.
ST (initials)	Supply teacher at the end of a piece of work should use this symbol with their initials outside the circle.
PS	Peer support (if peer marked, done in green and child signs their initials)
	Teacher may write a speech bubble to indicate what a child has said to them (Key Stage One/Foundation only)
Λ	Teacher to use this symbol to show E2 (The Write Stuff) at the beginning and end of a sentence to show that the sentence needs to be reworded.
▲	Teacher uses this symbol to show E3 (The Write Stuff) – a section needs to be improved to a higher quality, therefore deepening the moment.
SA	Teacher uses this symbol to show that the piece of work is a step away day linked to the 'Write Stuff Text' which they are currently working on.

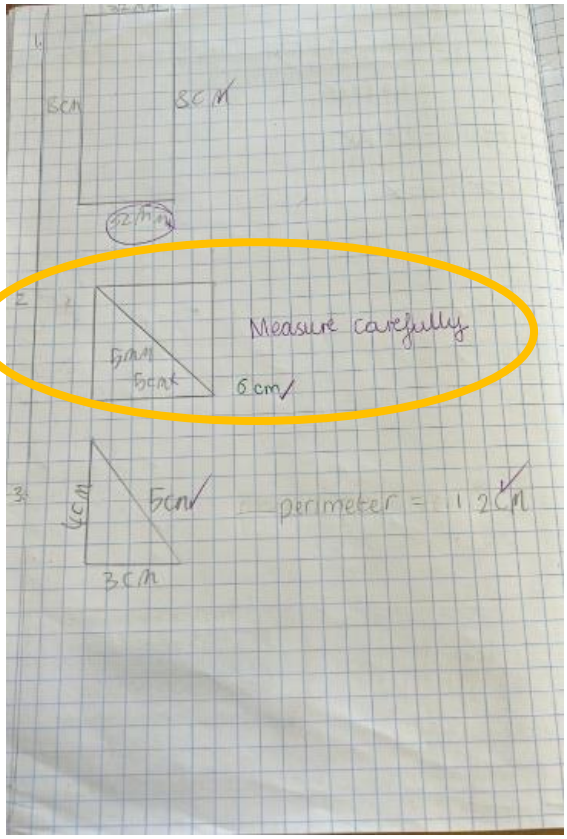
Appendix – Images of Marking



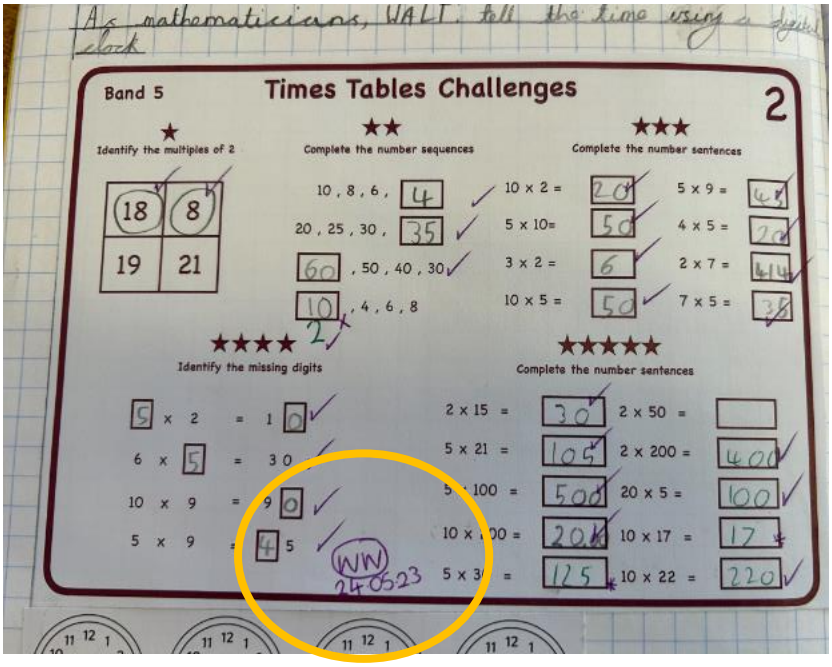
An example of live marking, with teacher modelling in purple and pupil continuing in green. Live marking symbol used - *



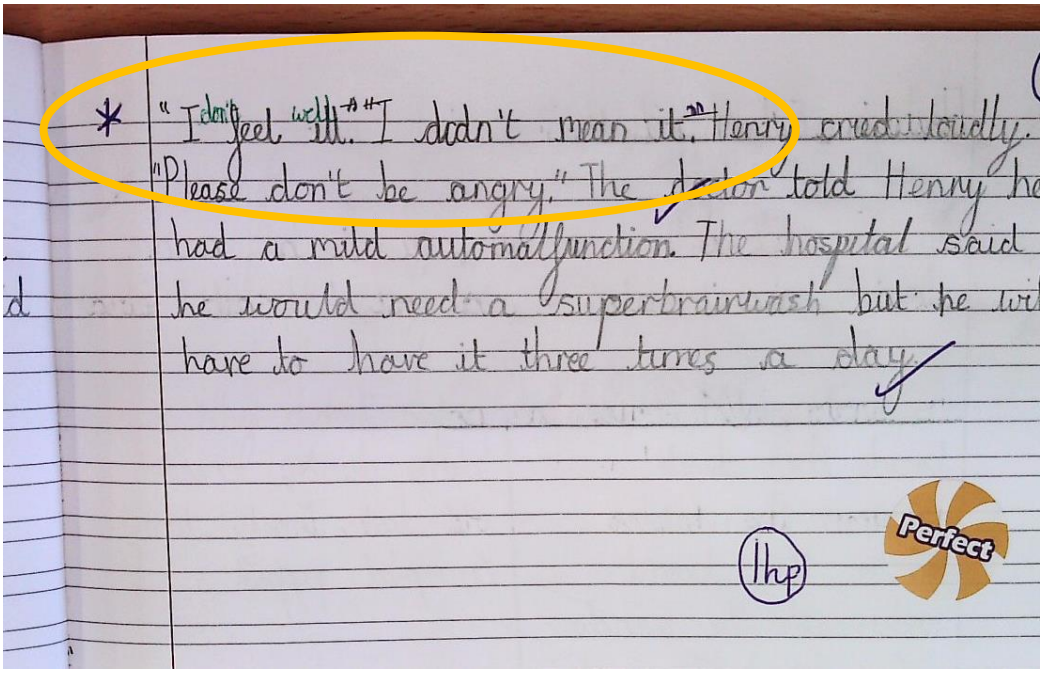
Use of orange highlighter in post-lesson marking to model an error by teacher with purple pen, with pupil response in green.



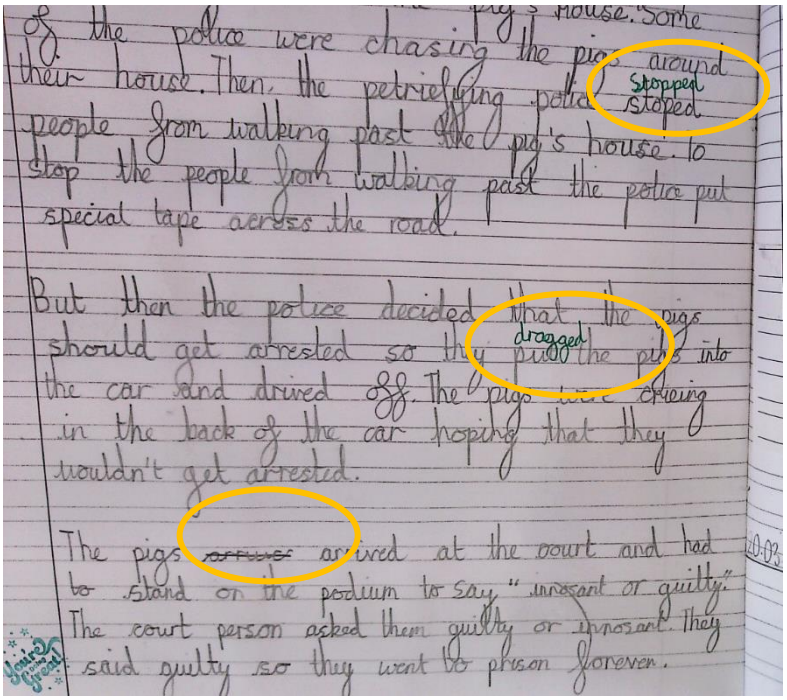
Use of the imperative in marking (following child marking) to indicate a task for the child to complete, with response. In example purple pen and orange highlighter is teacher, green pupil.



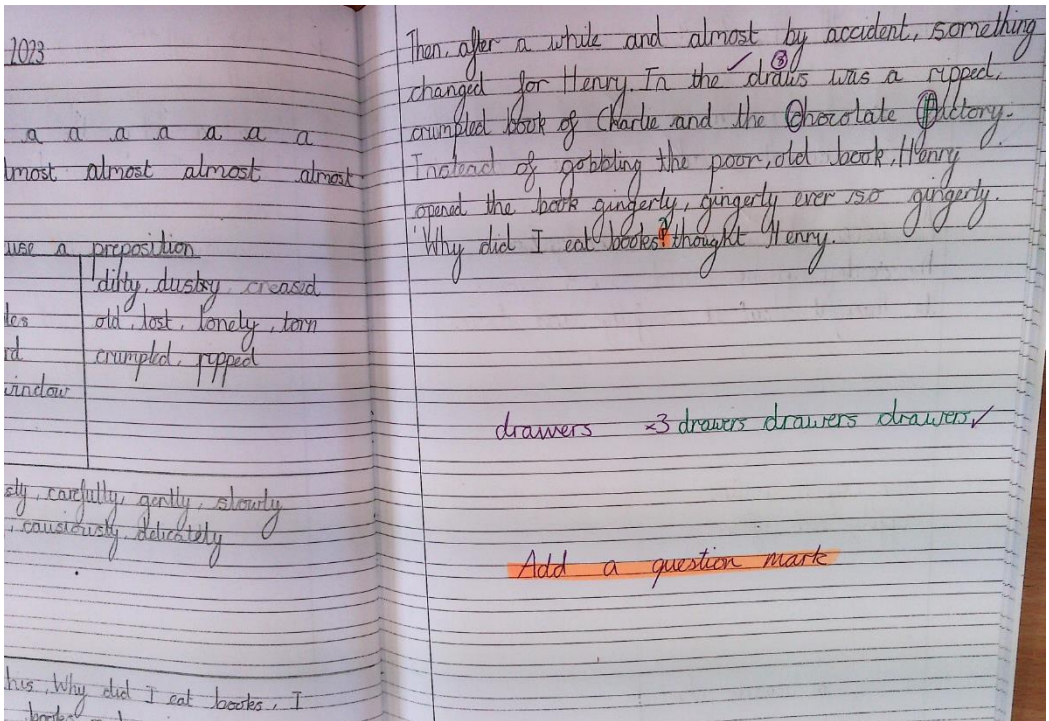
Child redoing work in green as part of an adult guided group, leading to improvement. Work has included an asterisk to indicate that teacher had provided input/support and WW (Wobbly Wallet) written to show it's a same day intervention.



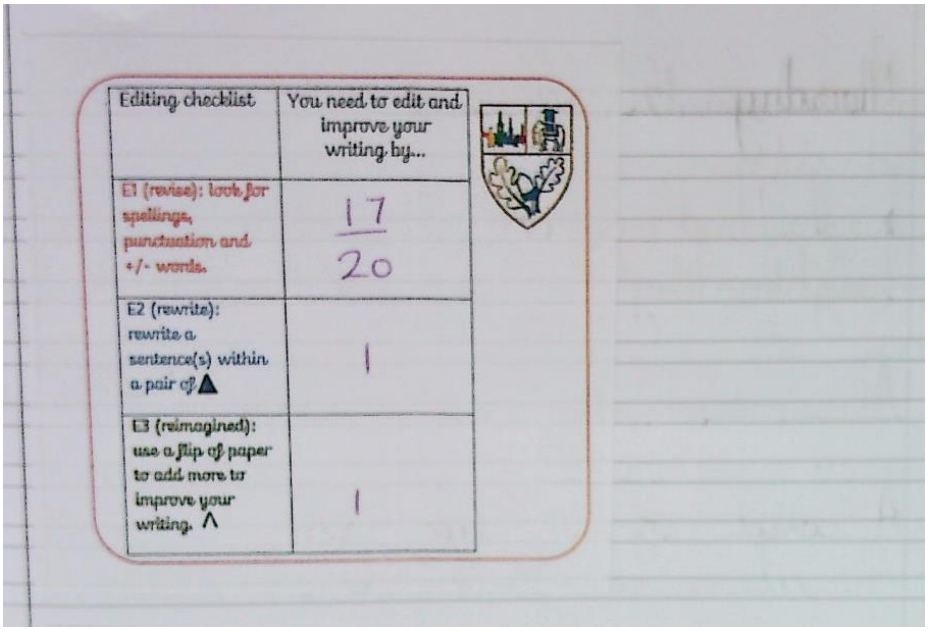
Live marking in extended writing, teacher * with child continuing in green pen with good quality improvement.



High quality child editing in green prior to teacher's marking.

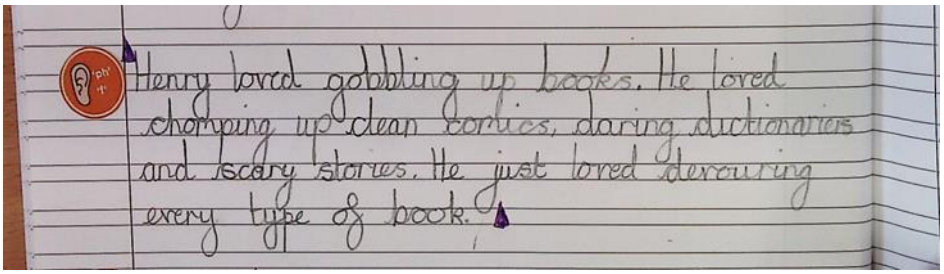


Use of orange highlighter in post-lesson marking, to model an error. Teacher uses purple pen, pupil responds in green pen.



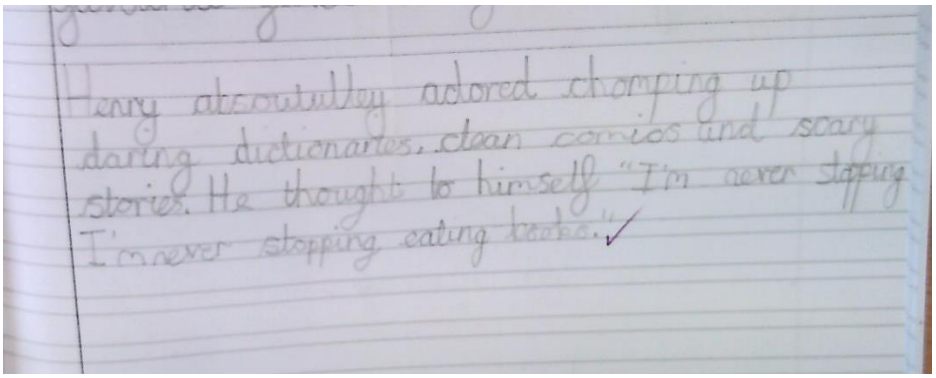
Editing checklist	You need to edit and improve your writing by...
E1 (revise): look for spellings, punctuation and +/- words.	17/20
E2 (rewrite): rewrite a sentence(s) within a pair of ▲	1
E3 (reimagined): use a flip of paper to add more to improve your writing. ^	1

An example of an editing checklist sticker used by KS2 teachers after pupil has completed their own initial editing.



Henry loved gobbling up books. He loved chomping up clean comics, daring dictionaries and scary stories. He just loved devouring every type of book. ▲

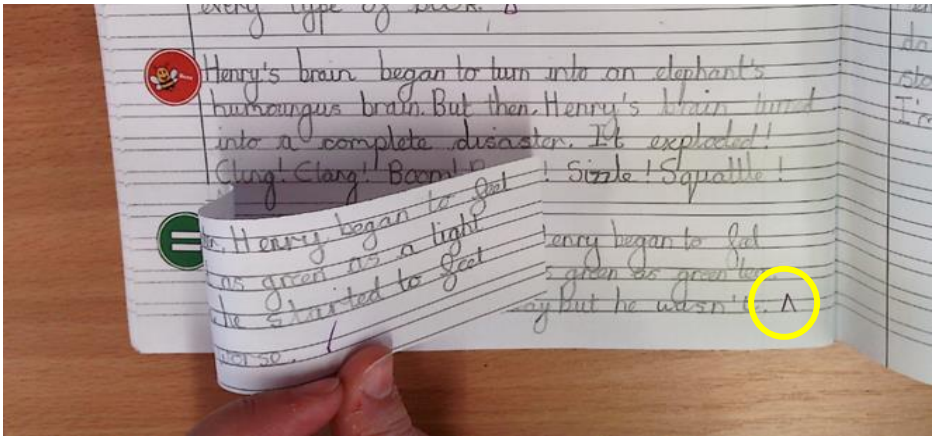
An example of the E2 editing process (The Write Stuff) where the ▲ symbol has been used.



Henry absolutley adored chomping up daring dictionaries, clean comics and scary stories. He thought to himself "I'm never stopping I'm never stopping eating books." ✓

E2 continued

Pupils rewrite their sentence (▲) at the end of their piece of work during the editing lesson.



Henry's brain began to turn into an elephants humongous brain. But then Henry's brain turned into a complete disaster. It exploded! Clang! Clang! Boom! ! Sizzle! Squattle!

Henry began to feel as green as a light

Henry began to feel green as green but he wasn't. ^

An example of the E3 editing process (The Write Stuff) where the ^ symbol has been used. Children use a flap of paper, glued at the margin, to write their reimagined/ improved sentence or paragraph.