Henry Chichele Primary School

MARKING POLICY

Key Principles

At Henry Chichele Primary School we believe that marking is an integral part of assessment which supports all aspects of teaching and learning and is most effective when the principles are consistent and carried out with clear reference to the learning intentions.

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further pupil's learning.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- Feedback should empower pupils to take responsibility for improving their own work.
- Written comments may be used for the very few pupils who otherwise are unable to locate their own errors or who need an individualised next step.
- Pupils should receive feedback either within the lesson or in subsequent lessons. Next steps will be used when appropriate but the 'next step' may be the next lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Feedback And Marking in Practice

It is vital that teachers evaluate the work that pupils undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching.

2. Summary feedback - at the end of a lesson/task.

3. Next steps feedback– enabling the pupils to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson has finished.

4. Summative feedback – tasks planned to give teachers definitive feedback about whether a pupil has securely mastered the concepts.

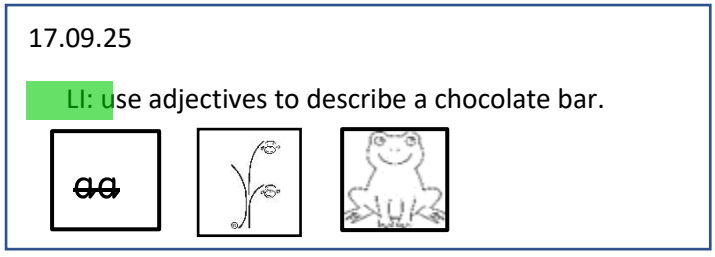
Type	What it looks like
Immediate Feedback	Includes teacher or teaching assistant gathering feedback from teaching within the course of the lesson. Takes place in lessons with individuals or small groups. Often given verbally to pupils for immediate action.

	May involve use of a teaching assistant to provide support or further challenge. May re-direct the focus of teaching or the task.
Summary Feedback	Takes place at the end of a lesson/activity/task Often involves whole groups or classes. Provides an opportunity for evaluation of learning in the lesson. May take form of self or peer- assessment against an agreed set of criteria.
Next steps feedback	The next lesson, if needed, is planned to address misconceptions.

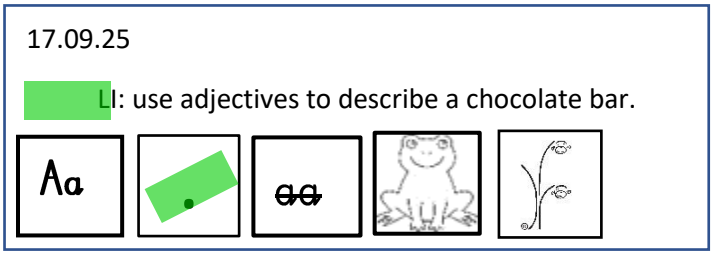
Specific Guidance for All Work

During or after the lesson the teacher will assess the Learning Intention (LI) in each pupil's book. In KS2 the teacher will provide two ticks if they are secure, one tick if they have met the objective and a dot if they need more practise or support. In KS1, a more visual approach will be adopted using highlighters. Teachers will highlight the word 'LI' in green if the pupil is secure, amber if they are on track to meet the objective. If a pupil hasn't accessed the objective in that lesson, a supported and/or adapted activity will be carried out. The visual aids below the LI will be used at the teacher's discretion depending upon the ability of the pupil. For example, by Year Two teachers may not wish to use the visual symbols so they would just provide the LI.

EYFS



KS1



KS2

LI: use adverbs, personification and dialogue in our writing. ✓✓

In KS2, pupils will self-assess their work at the end of each lesson with a straight face, smiley face or sad face which they will place at the end of the LI. Key stage 1 teachers may introduce this in Year 2.

Marking Codes

There are three different marking codes depending upon which year group the pupil is in. Every pupil will have the marking codes stuck into the inside of their books.

EYFS

Staff will mark pupils' work using a green pen. Pupils will begin to edit their work or complete a next step using a pencil. If the usual teacher is not present in the room, the staff member who carried out the lesson will initial their name at the bottom.

Staff will highlight the learning intention and symbols, when applicable, to show a pupil's understanding.

Mark	Meaning
	You have a clear understanding of this learning intention.
	You are beginning to understand this learning intention.
Ⓢ1:1	Supported by an adult to achieve the learning intention.
	You can use spaces between words ('invisible pair').
	You can form your letters correctly.
	You can sound out your words using 'fred talk'.

Staff will use the following symbols to mark a pupil's work.

Mark	Meaning
	Next step.
	Corrected by the teacher.
	Correct yourself.

KS1

Staff will mark pupils' work using a green pen. Pupils will begin to respond and edit their work using a purple pen. If the usual teacher is not present in the room, the staff member who carried out the lesson will initial their name at the bottom.

Staff will mark next to the learning intention to show a pupil's understanding.

Mark	Meaning
	You have a clear understanding of this learning intention.
	You are beginning to understand this learning intention.
S 1:1	Supported by an adult to achieve the learning intention.
	You can use capital letters correctly.
	You can use spaces between words ('invisible pair').
	You can use full stops correctly.
	You can form your letters correctly.
	You can sound out your words using 'fred talk'.

Staff will use the following symbols to mark a pupil's work.

Mark	Meaning	
| or ⌐	Next step.	
Said	Corrected by the teacher or correct yourself	
V	Uplevel vocabulary	
SP	Spelling	Year 2 onwards
P	Punctuation	

KS2

Staff will mark pupils' work using a green pen. Pupils will respond and edit their work using a purple pen. If the usual teacher is not present in the room, the staff member who carried out the lesson will initial their name at the bottom.

Staff will mark next to the learning intention to show a pupil's understanding.

Mark	Meaning
✓✓	You have a clear understanding of this learning intention.
✓	You are beginning to understand this learning intention.
•	You have not met this learning intention yet. We will look at this again.

Ⓢ1:1	Supported by an adult to achieve the learning intention.

Staff will use the following symbols to mark a pupil's work.

Mark	Meaning
✓	This is correct
•	This is not correct
_____	Corrected by the teacher
	Correct yourself
//	New paragraph
	Next step
V	Uplevel vocabulary.
SP	Spelling
P	Punctuation

Self-assessment will be completed by the pupils every lesson. Pupils will draw one of the three symbols below after the learning intention.

Mark	Meaning
	I am confident completing this learning intention.
	I am beginning to feel confident about this learning intention.
	I am not confident completing this learning intention.

Subject Specific Guidance

Maths

In maths pupils may mark their own work using purple pen and teachers will live mark and feedback to assess how the pupils have got on with the lesson this may be with the group they are working with or the whole class. Teachers will address misconceptions during the lesson if possible but if not, they will address the misconceptions at the start of the next lesson as a next step (see examples below) or adapt the subsequent lessons. If pupils self or peer mark their work, teachers will also mark their work to ensure pupils have understood the learning and marked the work correctly.

English

In English, teachers will live mark work and provide feedback to pupils. Teachers will look for missing punctuation, words to uplevel, spellings or grammatical errors that the pupils will then

change using their purple pen. The teacher may ask them to uplevel/correct their work their work, by adding in a feeling sentence for example. The pupil should do this in purple pen. If pupils self or peer mark their work, teachers will also mark their work to ensure pupils have understood the learning and marked the work correctly.

Hot Write marking (writing assessment)

Toolkit assessment sheets:

- Pupils are provided with a toolkit assessment sheet, which they stick in BEFORE hot write begins.
  - Genre structure toolkit (with genre specific features if necessary).
  - Every day toolkit.
- When marking, highlight (KS1) / tick (KS2) on toolkit assessment slips in "my teacher" section.
- Pupils in KS2 (and Y2 from term 5 onwards) self-assess using "me" section on toolkit assessment slip.

Marking on pupil's writing:

- No marking from teacher on body of hot write unless writing word in if unclear (scribing).
- KS1- no comment – verbal feedback only
- KS2 - Just a comment at the end
- No markings/ ticks on the hot write sticker or LI.

Pupils to share with one another in class post proof reading and self-assessment – celebration of achievements.

Year 2 and year 6 teachers keep an individual assessment tracker for each pupil using the end of key stage writing assessment framework. Other year group teachers may choose to use a writing checklist document, however it's not compulsory. Teachers are expected to be able to speak about their pupil's writing development in relation to the national curriculum framework when asked.