

Marking guidance – responding to children’s work

Through marking and feedback staff should seek to identify strengths and achievements and difficulties to inform assessment and planning.

Aims

- To aid future planning.
- To improve motivation and self-esteem.
- To provide additional opportunities for self-evaluation.
- To correct and assess.
- To evaluate teaching effectiveness.
- To extend and challenge.
- To model expectations.

Objectives

- Children will be able to explain what teacher’s marks mean.
- Children can comment confidently on their own work.
- Children can reflect on their own progress.
- Teachers will use assessment derived from marking to inform future planning.

All staff and pupils will be aware of marking practices and codes. These should be displayed and referred to in all classrooms and are detailed below:

When a child works with an adult as part of a guided session:

- When working in guided groups with pupils, teachers may find it useful to annotate pupils work using a blue pen during the session. Annotations should reflect the intervention and may take the form of modelling, prompting, correcting etc.
- Blue pen is used by the adult to write T in a circle if the pupil has worked with the teacher and TA if they have worked with the teaching assistant.

When a child works independently of an adult:

- A blue pen is used to write I in a circle at the bottom of the child’s work – this indicates that they have worked independently of an adult (they may have worked alone, with a partner or as part of a group).
- All independent work is checked by the class teacher and stamped using a ‘well done’ stamp – stickers may be used for rewards where appropriate.
- Where the pupil outcome is ‘as expected’, a coloured stamp other than red is used to indicate this.
- Where the pupil outcome is ‘as expected’ but there are ‘minor corrections’ required, a stamp other than red is used to indicate this and corrections are addressed by the teacher using a blue pen (See appendix i for definition of ‘minor corrections’).
- When the pupil outcome is ‘not as expected’, a red stamp is used to indicate this and the teacher will make a note of their planned next steps for the child on the Distance Marking Sheet. Next steps will include a wide range of strategies including verbal feedback, change of teaching group, further challenge, support of an adult or resource for the next lesson etc. This needs not be recorded in detail; the Distance Marking sheet is to be used by teachers as an aide memoir.

- No comment, next steps or targets are needed on independent work. The red stamp will indicate to the child that they need to see you for further guidance.
- For work exceeding expectations a smiley face next to the part of work that is great will indicate to the child that they have done well.

Appendix (i) Minor Corrections

What constitutes a 'minor correction'?

- An error that is otherwise used correctly throughout the work or in previous pieces – e.g. correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed. The marking policy should be followed for this, ensuring correct symbols are used.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.
- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake that should be within the child's expected realm of spelling capability – e.g. high frequency words, the appropriate homophone etc.

Simple rule of thumb: A child should see a minor correction and think, *"Oh yes, I missed that" rather than, "Oh, I didn't know that"*

NOTE: Where many minor corrections are needed when checking a pupil's work, teachers should give careful consideration to the use of the coloured stamp. Many minor errors may indicate that the child is not working with due care and attention and feedback may be required to discuss this and therefore a red stamp should be used.. **Pupils should always be given adequate time to self or peer check their work to limit the number of errors made and corrections needed.**