

St Saviour's C of E Academy
Marking Policy
September 2021

1. Aims

At St Saviour's Academy we aim to...

- Provide quality oral and written feedback to pupils which will support them to improve;
- Use the marking system as a tool for formative on-going assessment so that lesson planning enables all pupils to be sufficiently challenged;
- Develop children's self-esteem through praise and by valuing their achievements;
- Guide pupils to reflect on their work and the work of others, identifying what they have done well, where they have improved and what they need to do to make further progress;
- Ensure that all pupils make progress and improve by identifying pupils who need additional support through extra intervention;
- Support all pupils take ownership of their work by responding to oral and written feedback, and improve standards by encouraging children to give their best and improve on their last piece of work;
- Make marking manageable for teachers and teaching assistants.

2. Support Codes

Teachers and teaching assistants will provide feedback within the lesson when working with pupils from their allocated group (mainly verbal feedback). At the end of the lesson, teachers and teaching assistants will draw a stick person to indicate that they worked with the pupils from a given group and choose a relevant stamp for each individual pupil (see next section).

Teacher = Blue stick person

Teaching Assistant = Purple stick person

Independent = Red stick person (drawn by the pupil)



(Stick person to be drawn at the top left of the page in the margin area for English)

All lessons that have been taught by an alternative member of staff will be marked by that staff member.

3. Stamping Feedback and Marking Codes

Once the lesson is completed, each piece of work needs to be stamped by the teacher or teaching assistant.

Green stamp = Learning objective has been met. The pupils have met the learning objective and the success criteria (where applicable)

Black Smiley Face stamp = Learning objective has not been fully met or they need further challenge or intervention with the teacher or teaching assistant. If an extra challenge is required, this is indicated by the initial CH next to the stamp.

Post-it note reminders can be used when a pupil is making an error that may be solved in the first instance through a daily reminder on their piece of work (e.g. 'Keep your writing on the line' or support with number formation by writing an example on the post-it note)

4. Codes

Post lesson marking should mainly focus on the independent groups, not the teacher or teaching assistant guided groups. Marking and verbal feedback will have been provided by the adult during the lesson for the guided groups.

The codes below would usually be used by staff during the lesson with the pupils in the guided group when necessary. However, due to Covid-19 staff are working with fewer groups at the current time.

English Codes

Spelling Errors

KS1 - Highlight spelling mistakes in green and record at the bottom of the page. The children then copy this out twice.

KS2 – Identify the spelling by writing sp next to the word in the pupil's work, which the pupil corrects at the bottom of the piece of work. Once pupils are able to identify their mistakes, teachers should use the initials 'sp' on the line where the pupil's error is, progressing to paragraphs (marked //sp in the margin) The pupil underlines the incorrect spelling in red using a ruler and then makes the corrections once at the bottom of the page using a dictionary or spell checker to help. If more than one error is present, use 'sp x2'

Punctuation Errors

Year 1-Missing punctuation is circled within the writing. Missing capital letters are underlined.

Year 2 upwards (when they are ready) – Missing punctuation is identified in the margin using the missing punctuation mark. Incorrect use of capital letters is marked as a capital letter C or € for incorrect use of a capital. Pupils correct the missing punctuation and tick it to say they have included it in their writing.

Older pupils, particularly those in Year 5 and Year 6, should be encouraged to decide which punctuation mark is missing or incorrect. When children are deemed ready for this approach, a letter 'P' in the margin will be used to indicate missing punctuation on the given line. ~~P~~ will indicate incorrect use of punctuation.

Pupils from year 2 (spring term) use a red pen to show corrections.

Other Punctuation Codes

~ Lack of sense - Identified within the writing by underlining the incorrect word, phrase or clause or in the margin (using a bracket) if a whole section doesn't make sense.

// - New paragraph missing

^ - Identifies missing word

C or € Missing or incorrect use of capital letter

Any punctuation that has been used incorrectly can be indicated in the margin by crossing it out (e.g.!)

, → . can be used to identify a change in punctuation being needed.

Early Years – to assist the teacher and teaching assistant to develop next steps in the children's learning.

Using the statements from development matters to support the children in achieving the Early Learning Goals, staff monitor the children's progress for assessment purposes. The statements that the children have achieved will be ticked. A stickman will be drawn in the left hand corner next to the statements, indicating whether the child was

supported by a teacher or teaching assistant.

Literacy book

At the bottom of the children's piece of work they will be given a 'Now' statement to indicate their next steps with their learning.

Whole Class Reading

Much of the responses to questions and tasks in Whole Class reading will be self and peer marked through purposeful discussion with the teacher.

When pupils complete tasks or questions with more open-ended responses (e.g. making predictions), this will be marked by the teacher.

Maths Codes and Guidance

√ Correct

. Incorrect

Incorrect number formation is identified by underlining the digit (e.g. if it has been reversed or is incorrectly formed). The number is then written at the bottom for the pupil to practise at least three times.

Missing units of measure are identified by a line after the number (e.g. 78_) Pupil then records the units (e.g. 78 ml).

Spelling errors are identified by writing sp next to the word in the book. The adult writes the correct spelling at the bottom of the page for the child to copy out correctly twice.

5. Next Day Intervention

The children who have received a black stamp for Maths, English, Science or RE, will receive an intervention the following day (before the next lesson) with the teaching assistant or teacher. Depending on the nature of the intervention, this will usually be completed underneath the piece of work that it relates to.

Short written marking can be used when completing NDI.

➤ **Consolidation Question**

This would be a question to consolidate what they have learnt the previous day. It can be used to see whether a pupil has retained a concept and as an opportunity to briefly revisit.

➤ **Challenge Question**

This is used when the pupil does not require next day intervention but may benefit from a small challenge question. The response provided can be used as formative assessment for the teacher.

➤ **Modelling of a method**

This is used when they have met the learning objective but have used an efficient method or made a mistake when using a method on a particular question (e.g. not lining up the digit correctly)

Any questions and comments should be written in the colour of the adult marking.

If a pupil is continuously needs intervention, it is likely that the work is pitched incorrectly.

Post-it note reminders can be used to address simple regular errors (e.g. Keep your writing on the line.) Verbal feedback may also be written by the pupils on post-it notes and then referred to.

6. Pupil Assessment

KS1 Pupils will self-assess their work using a Traffic Light System next to the title in their Power Maths workbooks and on the printed Learning Objective in their class workbooks.

KS2 Pupils will self-assess their work using a Traffic Light System next to the reflect at the end of their work. This should be informed by the success criteria. Provide children with time towards the end of the lesson to assess their work using self and peer assessment against the success criteria.

Green = I have understood and met the learning objective and success criteria.

Yellow = I need further explanation/support

Red = I did not understand

In KS2 children should peer assess each other's work using post-it notes.

7. Rewards

Rewards as per the school behavior policy should be awarded to acknowledge particularly good pieces of work or when a pupil has invested great effort or demonstrated perseverance.

Stickers may be put onto work to demonstrate effort or perseverance, or awarded by the Principal.

The Principal's award of the week may be awarded for a piece of work that demonstrates exemplary effort and/or achievement.

Reviewed: Nov 2020

Next Review: Sept 2023