



Red Hall Marking Policy

Date Adopted: February 2019

Date of Review: February 2021

Author: Helen Tomlinson

Signature of Chair of Governors:

A handwritten signature in black ink, consisting of a large, stylized 'H' and 'T' followed by a horizontal line.



1 Introduction

At Red Hall School, we will take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in the marking symbols used depending on the age of the children. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

2 Aims and objectives

We mark children's work and offer feedback in order to:

- show that we value the children's work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement;
- give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
- offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
- share expectations;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

3 Principles of marking and feedback

We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
- Marking should always relate to the lesson objective and, increasingly, the child's own personal learning targets.
- The child must be able to read and respond to the comments made and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Comments should be appropriate to the age and ability of the child and may vary across year groups and key stages.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Feedback may also be given by a teaching assistant, or through peer review.
- Group feedback is provided through plenaries, and in group sessions.
- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.



- Teachers will note common misconceptions and difficulties and use them to inform future planning.
- Marking will always be carried out promptly and will be completed before the next lesson in that subject.

4 Implementing the marking policy

- The agreed school marking symbols and procedures must be used when marking a piece of work. These symbols are displayed in every classroom.
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. At the same time, teachers should remember that stickers and stars alone do nothing to close gaps in understanding, or to bring about improvements.
- Where pupils interact in the marking process, they will be all the more engaged and receptive to correction.
- When appropriate, children may mark their own, or another child's work, but the teacher must always review this marking.
- Children should be encouraged to assess their work ahead of final marking. This helps the children to self-reflect at each step of the learning process.

5 Developmental Marking – Next Steps

- Based on the needs of the child, to address a misconception or develop a skill. It should be evidenced in the child's subsequent work and is ticked and dated.
- If the next step is not immediately addressed e.g. in Maths with Teacher or TA intervention, dated post-it could be used which is transferred to subsequent pieces of work until it is addressed. It can then be attached next to that piece of work.
- As the children progress through school they are given some opportunities to respond to marking comments written by their teachers. Children will use Purple Polishing Pens to edit and improve their work. This could also include responses to verbal feedback.

6. Monitoring and review

The Head teacher is responsible for the monitoring of the policy and will report back to the School Improvement Committee. This policy will be reviewed by Governing Body every two years. At every review, the policy will be shared with the governing board.



Red Hail Marking Policy

Signed:


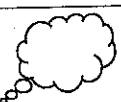
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Appendix 1 – Marking Symbols

- These are to be displayed in all classrooms.
- There will be a difference in Key Stages as to the number of symbols used.
- Teachers will place symbols in the margins
- Children will edit misconceptions using Purple polishing pen. They will be given time to do this.

s	spelling error on this line – go back and correct it
p	punctuation error on this line – go back and correct it
g	grammar error on this line – go back and correct it
V.F.	Verbal feedback has been provided to the child
I	Work has been completed independently. Written next to WALT.
G.W.	Guided writing with adult
//	new paragraph should go here
HP	House point/s awarded
.....	dots under the word indicate that a challenging word is being attempted but know spelling may not be correct
	Check finger spaces. Children to have a go at re-writing sentence again.
Aa	Check capital letters
	Now I want you to think about... This is a next step for the child to move their learning on.
•	Answer is incorrect. This is particularly used in maths. Child to put correct answer using Purple polishing pen.
✓	Answer is correct. This is particularly used in maths.

• WALT	Above the WALT • will symbolise not Learning Objective not achieved
✓ WALT	Above the WALT ✓ will symbolise Learning Objective partially achieved
✓✓ WALT	Above the WALT ✓✓ will symbolise Learning Objective fully achieved



Appendix 3 – Quick review

- All work will be marked and will be done in time for the next lesson
- Comments and symbols will help to guide next steps in learning.
- Use of “Good Work”, “Great effort” etc are not developmental and will not be used
- Not all misconceptions will be pointed out to the child.
- Mistakes will not be overwritten by the staff member.
- Blue highlighters = used for Common Exception Words
- Green ink = teachers will mark with this colour
- Black ink = TAs will mark with this colour
- Red ink = Supply teacher will mark with this colour
- Purple = this is by the child for editing