



Be part of the family

# The Regis Academy

Version 1.0

## Marking Policy

|                       |                    |
|-----------------------|--------------------|
| <b>Date</b>           | <b>August 2022</b> |
| <b>Date of Review</b> | <b>August 2023</b> |
| <b>Approved By</b>    | <b>A Pincher</b>   |

| <b>Change of Record</b> |             |                    |
|-------------------------|-------------|--------------------|
| <b>Version</b>          | <b>Date</b> | <b>Description</b> |
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## **Introduction**

Marking complements and assists teaching and learning. It serves as a tool for assessing individual and school performance. Marking should be diagnostic and inform children of the next steps needed in their learning in order to improve their work. Marking will also provide focused feedback on the learning objective/ success criteria for that lesson whenever appropriate.

Research shows that children who sustain effort over time will achieve outstanding results. When children succeed at a task, praise should be directed at their efforts and strategies and detail what the next steps should be. Equally, if children fail at a task, feedback should be given about effort and strategies and what the next steps should be. The school policy will provide standardisation and consistency of practices throughout the school. The implementation of the policy is the responsibility of all staff.

## **The nature of marking:**

Marking should be constructive and make a difference. All work should be acknowledged. Marking can be done by the teacher:

- ✓ To indicate achievement and effort in relation to the learning objective/success criteria
- ✓ To show children how they can improve their work
- ✓ To enhance the child's self-esteem
- ✓ To aid teacher assessment

Marking can be done by the children:

- ✓ To encourage independent learning through self-checking
- ✓ To be more critical in their approach to their work
- ✓ To aid teacher assessment
- ✓ Using checklists to help children know how they can improve their work
- ✓ Using peer marking

## **Our vision**

We aim to provide constructive feedback to every child which focuses on success and areas for improvement and is matched against learning objectives. We would like all children to become reflective learners in order for them to improve their performance.

### **At The Regis Academy, we believe marking should;**

- Relate directly to the learning objective of the lesson and the expected outcomes
- Provide evidence of achievement and, where possible, lead pupils to feel a sense of satisfaction and achievement
- Be immediate – a significant time gap between completion of the work and marking it makes the feedback of little interest to the children and of little relevance to their learning
- Make explicit to the child the next step in their learning
- Empower the child to feel in control of their own learning
- Engage the child in a dialogue between themselves and the teacher
- Motivate the child by celebrating success
- Be kept simple to ensure our children follow and understand the process.
- Not cause children undue distress, if we suspect this is the case. This policy will be adapted accordingly.

### **Role of the teacher**

#### **Verbal**

This means discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. Such an exchange will be accompanied by a verbal feedback stamp in the child's book.

#### **Written**

This means notes or comments with the use of symbols. Marking should serve as a permanent record for the child, teacher and parent and outside agencies when required. These should include specific improvement suggestions focusing on;

- ✓ The effort made and the strategies used
- ✓ The qualities of the child's work
- ✓ Specific ways in which the work can be improved eg use of a scaffolding comment
- ✓ Improvements that the child has made compared to his/her earlier related work

These may take the form of ticks, dots, merits, printed stamps or stickers. Where appropriate, a record of the scores achieved is kept by the teacher, e.g. weekly spelling/times tables tests. This can help to monitor the child's progress and overall performance.

| Colours used for marking: |  |
|---------------------------|--|
| <b>Green</b>              | <p><b>Positive</b></p> <p>Each lesson, children will write a learning objective underneath their date. This will be purposeful, and skill based rather than task based. The objective will be highlighted to indicate the child's success against the learning objective.</p> <p><b>Solid green-</b> Indicates the child has fully achieved the learning objective</p> <p><b>Dashed green-</b> Indicates the child has partly achieved the learning objective.</p> <p><b>No highlighting-</b> Indicates the child has not achieved the learning objective. In this instance, it would be expected additional feedback would be provided to support the child further with their learning.</p> <p><b>There may be additional sections of green highlighting within a child's work to indicate further success. These additional sections should link directly to the success of the learning objective.</b></p> |
| <b>Pink</b>               | <p><b>Reflective</b></p> <p>Sometimes, it may be necessary to identify errors in a child's piece of work. In this case, the teacher may use pink to alert the children to the error. This may be a calculation error in Maths. Further symbols which may be used for marking can be found in appendix 1.</p>   |
| <b>Purple</b>             | <p>Peer marking/self-marking</p> <p>It may at times be appropriate for children to peer assess/self-mark work. Should this be the case, this will be done in a purple pen.</p>   |

### Next steps

Next steps are vital to support children in their learning, there may be a number of reasons the child is set a next step including;

- ✓ To check a child's understanding independently, particularly if the child was supported by an adult during a lesson.
- ✓ To extend a child's understanding of a particular skill.
- ✓ To address a misconception a child may have.
- ✓ To prepare them for future learning.
- ✓ To consolidate a previously learnt skill.

Children will receive at least 1 next step each week in English and Maths, however, they may receive more depending on each child's work. A next step stamp will be used to indicate the child has a next step.

### **Maths marking**

Maths work should be marked with a tick or dot. If there are a significant number of calculations incorrect, do not mark each one with a dot as this may be demotivating. Instead, a comment should be written to acknowledge the child's difficulty in this area and should be addressed in the next lesson with the child individually.

### **Support given**

Next to the Learning objective will be a letter to indicate the amount of support given to a child during their activity. Completely independent work will be signalled with an I. Work which has required some support will be signalled with an S and work which is guided will be signalled with a G.

### **Role of the child**

#### **Verbal**

This means contact with an adult or another child. Through discussion and exchange or comments the child is able to amend, correct or enhance work. Children are encouraged to read their work aloud, either to themselves or to talk partners in order to make improvements.

#### **Next steps**

All next steps should be completed in a timely manner and to the child's best ability. Next steps should be completed in blue/black pen or pencil.

#### **Self assessment**

Self assessment may be used to support children with their learning, when children are completing an independent write, they may have their own success criteria devised by themselves to support their writing.

#### **Giving children the time to make improvements**

Marking is only productive, and children can only learn from it when they are given time to respond to the teacher's comments and make further necessary improvements to their work. Time is given during the week for children to review their work in light of the comments made, either with the teacher or with a partner. All children have the opportunity to improve their work, based on the teacher's comments, as part of a group when the teacher is working with them.

#### **Assessment**

Marking forms an integral part of the assessment of all subjects within the National Curriculum – see Assessment Policy for further details.

## Appendix 1

### Symbols used for marking

| Symbols used for marking |                             | Purpose   | Teacher  | Child  |
|--------------------------|-----------------------------|---|--|--|
| <b>Sp</b>                | Spelling Mistake            | Draws attention to a word which has been misspelled.<br>There will be maximum of 3 in a piece of work (5 in extended pieces)  | The teacher may highlight the misspelled word by underlining it; for older children, the teacher will put sp in the margin and children will be encouraged to find the spelling for themselves.                                | The child responds by writing the correct spelling above the word.                             |
| <b>Hw</b>                | Handwriting                 | Indicates that the child could improve their presentation by practising a particular letter or handwriting join.  | The teacher highlights the incorrect letter or join and models it at the end of the child's piece of work.   | The child responds by practising next to the teacher's model.                                  |
| <b>P</b>                 | Punctuation                 | This symbol highlights a problem with incorrect/missing punctuation and prompts the child to make corrections. The symbol can also be used to indicate a problem with capital letters used for proper nouns (e.g. " <u>d</u> erbyshire") or at the beginning of sentences and speech. There will be maximum of 3 in a piece of work (5 in extended pieces). | The teacher may highlight the problem area either by following the P symbol with the piece of punctuation which is missing, or may put p in the margin and encourage the child to find the missing punctuation for themselves. | The child responds by inserting the correct punctuation mark or correcting the capital letter. |
| <b>T</b>                 | There is a mistake in tense | This symbol shows that the tense (i.e. past, present or future) in a piece of writing has changed inappropriately. This often happens when a child gets caught up in their writing and perceives the events happening as they write about them.<br>There will be maximum of 3 in a piece of work (5 in extended pieces).                                    | The teacher may highlight the incorrect verb to help the child see where the problem is. The teacher may put a t in the margin and encourage the child to find the incorrect tense for themselves.                             | The child responds by writing the correct tense above the incorrect one.                       |