

Park Junior School



Marking Policy

“Together we make a difference.”

Aims and objectives

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

Feedback in Practice

Feedback is given in three ways **(in order of decreasing importance)**

Immediate – at point of teaching

Summary – at end of lesson/task

Review – away from the point of teaching

MATHS

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback, including verbal, whiteboards, recorded work • Takes place in lessons with individuals, small groups or whole class • Often given verbally to pupils for immediate action • May involve use of adult to provide support or challenge • May re-direct the focus of the learning • May include spot marking by teacher or TA (using ticks and dots) • Use of self/peer marking to check for misconceptions after initial calculations to guide next steps 	<ul style="list-style-type: none"> ▪ Lesson observations ▪ Learning walks ▪ Some evidence of annotations ▪ Improvements evident in books, either through editing or further working
Summary	<ul style="list-style-type: none"> ▪ take place at the end of a lesson or activity – this can be done verbally or through the use of highlighting to identify misconceptions/focus points (yellow) – differentiation through the positioning of the highlight. ▪ Class go through answers with teacher at the end of the lesson ▪ Provides an opportunity for evaluation and improvement of learning in the lesson ▪ May take the form peer-assessment against an agreed set of criteria ▪ This informs the teacher on the next steps of learning 	<ul style="list-style-type: none"> ▪ Lesson observations ▪ Learning walks ▪ Some evidence of self- or peer-assessment ▪ Evidence of summary feedback informing next steps
Review	<ul style="list-style-type: none"> ▪ Takes place away from the point of teaching ▪ Teachers oversee the self marking from the end of the lesson and the child's understanding ▪ Provides teachers with opportunities for assessment of learning ▪ Leads to adaptation of future lessons through planning, grouping or adaptation of tasks ▪ Deep dive stickers 	<ul style="list-style-type: none"> ▪ Evidence that feedback in books contributes to taking learning forward ▪ Adaptations to teaching sequences / tasks when compared to planning ▪ Use of review to indicate future differentiated groupings

ENGLISH

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none">• Includes teacher gathering feedback, including verbal, whiteboards, recorded work• Takes place in lessons with individuals, small groups or whole class• Often given verbally to pupils for immediate action• May involve use of adult to provide support or challenge• May re-direct the focus of the learning• May include spot marking by teacher or TA	<ul style="list-style-type: none">▪ Lesson observations▪ Learning walks▪ Some evidence of annotations▪ Improvements evident in books, either through editing or further working
Summary	<ul style="list-style-type: none">▪ Can take place at the end of a lesson or activity – this can be done verbally or through the use of highlighting to identify corrections/focus (yellow) – differentiation through the positioning of the highlight.▪ Provides an opportunity for evaluation and improvement of learning in the lesson▪ May take the form of self- or peer-assessment against an agreed set of criteria▪ This informs the teacher on the next steps of learning	<ul style="list-style-type: none">▪ Lesson observations▪ Learning walks▪ Some evidence of self- or peer-assessment▪ Evidence of summary feedback informing next steps
Review	<ul style="list-style-type: none">▪ Takes place away from the point of teaching▪ Involves written comments / annotations for pupils to read / respond to (deep marking)▪ Deep marking in evidence after extended writing pieces (including achievements and a target)▪ Provides teachers with opportunities for assessment of learning▪ Leads to adaptation of future lessons through planning, grouping or adaptation of tasks▪ Leads to targets being set for pupils' future attention or immediate action▪ Review feedback to be used on target cards (writing) to inform personal success criteria	<ul style="list-style-type: none">▪ Written comments and appropriate responses / targets▪ Adaptations to teaching sequences / tasks when compared to planning▪ Use of review to indicate future groupings

Spellings:

Spellings will be identified as part of the highlighting process. Children will be guided by the highlighting in the margin. There is to be a maximum of 4 words per piece of work with an emphasis on spellings they should know.

SCIENCE

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback, including verbal, whiteboards, recorded work • Takes place in lessons with individuals, small groups or whole class • Often given verbally to pupils for immediate action • May involve use of adult to provide support or challenge • May re-direct the focus of the learning • May include spot marking by teacher or TA 	<ul style="list-style-type: none"> ▪ Lesson observations ▪ Learning walks ▪ Some evidence of annotations ▪ Improvements evident in books, either through editing or further working
Summary	<ul style="list-style-type: none"> ▪ Can take place at the end of a lesson or activity – this can be done verbally or through the use of highlighting to identify misconceptions/focus (yellow) ▪ Provides an opportunity for evaluation and improvement of learning in the lesson ▪ This informs the teacher on the next steps of learning 	<ul style="list-style-type: none"> ▪ Lesson observations ▪ Learning walks ▪ Some evidence of self- or peer-assessment ▪ Evidence of summary feedback informing next steps
Review	<ul style="list-style-type: none"> ▪ Takes place away from the point of teaching ▪ Provides teachers with opportunities for assessment of learning ▪ Leads to adaptation of future lessons through planning, grouping or adaptation of tasks ▪ Depth/greater depth stickers (to involve scientific thinking rather than knowledge based) require feedback 	<ul style="list-style-type: none"> ▪ Adaptations to teaching sequences / tasks when compared to planning ▪ Evidence that feedback in books contributes to taking learning forward

Spellings:

Spellings will be identified as part of the highlighting process. Children will be guided by the highlighting in the margin. There is to be a maximum of 4 words per piece of work with an emphasis on the spellings they should know, including scientific vocabulary.

All Other Subjects

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none">• Includes teacher gathering feedback, including verbal, whiteboards, recorded work• Takes place in lessons with individuals, small groups or whole class• Often given verbally to pupils for immediate action• May involve use of adult to provide support or challenge• May re-direct the focus of the learning• May include spot marking by teacher or TA	<ul style="list-style-type: none">▪ Lesson observations▪ Learning walks▪ Some evidence of annotations▪ Improvements evident in books, either through editing or further working

General marking



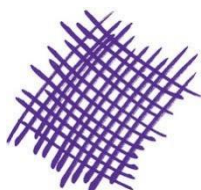
Yellow highlighter means that you need to make a correction



Blue pen is for self and peer feedback on work done



Green pen is for marking (including marking sticker responses) and corrections (including self and responsive editing)



Purple pen is for adults marking

Deep Marking



Pink highlighter means you have shown evidence of this (deep marking)



Green highlighter is a target for you to work on next (deep marking)

Correction Marking Codes

CL – capital letter needed

€L – should not be a capital

FS – full stop needed

Com – comma is needed

Punc – other punctuation is needed

Punc – wrong punctuation used

Ap – apostrophe is missing

Ap – should not have an apostrophe

Sp – Spelling needs correcting

Para – paragraph needed

Sense – doesn't make sense

Yellow highlighter – corrections needed

Deep marking

Pink highlighter – achieved elements of writing

Green highlighter – targets to be worked on

Peer Feedback Agreement

As a great learning partner we will:

- **Respect** our partner's work because they have done their best and so their work should be **valued**.
- Ask our partner to talk about what they tried to do in their work and read it out to us.
- **Tell** our partner the good things we see in their work.
- Make our suggestions as **clear** as possible.
- Make our suggestions **positive**.
- **Give suggestions** to improve their work using the **Learning Objective** or the **Success Criteria ONLY**.
- **Listen** to our partner's advice because we are trying to help each other **up-level** our work.
- **Use examples** from the teacher's **Assessment** as a model to help set our partner any targets.
- **Be fair** to our partner – don't discuss their work outside the classroom.
- **Thank** our partner for offering us help.

