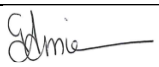
RIVER HILL FEDERATION

MARKING POLICY

Date of issue	**October 2022**	**Date of next review**	**October 2024**
ADOPTED AND SIGNED ON BEHALF OF THE SCHOOL BY THE GOVERNING BODY AT THE MEETING ON: 11 October 2022			
SIGNATURE OF: Executive Head Teacher **Chair of Governor**		 	
Executive Head **Chair of Governors**		**Galiema Amien-Cloete** **Mary Henley**	

Riverhill Federation

Policy for Marking and Feedback

Vision

To make marking:

- **Meaningful:** purposeful marking will identify next steps for pupils in their learning and for teachers in their planning. It will support teachers and leaders in their judgements of pupils, teachers and curriculum planning.
- **Manageable:** marking practice should be proportionate, so as not to steal time that would be better spent on lesson planning and preparation. Marking expectations should not result in an excessive workload for teachers.
- **Motivating:** marking should help pupils to understand what they have done well and the reasons for it. It should motivate pupils to progress and encourage them to take pride in their work.

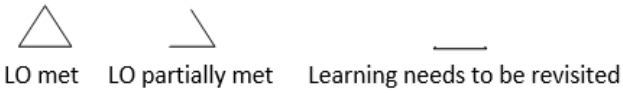
Types of feedback/marking

Verbal feedback	The teacher supports the child's learning during the lesson and gives immediate feedback for the child to work on.
Over the shoulder marking	Ticking or dotting whether something is correct or incorrect to inform mini plenaries
Surface marking	Ticking or dotting whether something is correct or incorrect.
Mini-plenaries	Misconceptions that have arisen during a lesson are identified to the class and children are given the opportunity to address them immediately.
Self/Peer assessment	Children reflect on their own and others work and consider how they can move their learning on.
Whole class marking	Following independent work, answers are discussed in a whole class (or group) setting. The teacher models correct answers and children are given the opportunity to correct their work.
In depth marking (writing)	Children are supported to edit their own work through written or colour coded guidance from the teacher as to what they did well and what needs improving.
Next day feedback	Misconceptions picked up by the teacher following a lesson is addressed in a subsequent lesson. Children may be targeted in the teachers questioning to support progress.

Marking for moderation	Objectives are identified in written form but the work itself is left untouched.

Marking requirements

- Purple pen at Rotherhithe and green pen at DKH is to be used by teachers and teaching assistants.
- Green pen at Rotherhithe and red pen at DKH is used by pupils when marking their own work.
- If a teacher gives verbal feedback to a child during a lesson it is sufficient to tick the work and write V/F which stands for verbal feedback. This is based on the assumption that the member of staff has discussed with the child what they have done well and what they need to do to improve.
- In all learning across the curriculum, ticks should be used for correct responses to celebrate the successful features of the learning and a dot should be used for incorrect responses
- All work must indicate whether the child has met, partially met, or not met the learning objective.



- Any work that is taught by anyone other than the class teacher should be marked with the following:

  CT- Cover Teacher

- The level of support a child has received in the lesson (or for a particular section of work) should be indicated

  W/H = With Help (heavily supported)
  I= Independent work

  If they have just had to give a couple of reminders or prompts, no indication of support is needed.

- Whole-class marking at the end of a lesson is encouraged, where appropriate, in order to reduce teacher marking and allow for misconceptions to be addressed immediately. Children should tick or dot their work in green pen.

Writing

- Work from one lesson per week should be marked in depth
  - KS2: tick good aspects of writing and put a dot in the margin or a wiggly line to identify to children where mistakes have been made. Children should then be given the opportunity to respond to this feedback and correct mistakes. In year groups where a piece of writing is completed over several days, the in-depth marking is expected only on the paragraph/s written in a single lesson.
  - KS1: underline successful features of the child's writing in yellow highlighter and underline areas that need to be checked by the child and corrected in green highlighter.
  - EYFS: all work should be annotated by a member of staff to explain what the child has written or said about their piece E.g. 'We stretched the word together' or 'X segmented the word 'm-a-t' and wrote mat.

    Work outside of pupils writing books should be marked:

    CI – Child initiated (child's idea)
    AI – Adult initiated (suggested activity 'e.g. Why don't you make a shopping list?'
    AL – Adult Led (focus)

    Verbal feedback is given to children and their next steps are linked to a writing target sticker which is stuck at the front of their writing books. Writing targets are discussed at the beginning and end of an activity.

- Assessed pieces of learning are not to be marked to ensure that the piece has been completed independently by the child. Successful features should be identified and written in the margin to celebrate the child's learning and aid moderation (at least one piece per term).

Reading

- When work is whole class marked, the teacher should go through each question, hearing different answers and modelling good ones. Each child should tick (in green pen) if an answer is correct and dot if it is wrong. For incorrect answers, children should attempt to rewrite it correctly, based on class discussions.
- In cases where time does not allow for whole class marking of each question, the questions that link back to the learning objectives should be addressed together as a class and mistakes corrected (in green pen).
- If no whole class marking has occurred during a lesson, the teacher need only mark the question/questions that link to the L.O
- In year 1, the follow-on questions from the guided group should be marked (during the lesson if possible) by the teacher or TA, or by the children under teacher direction.

Phonics

In accordance with Read Write Ink marking guidelines.

- Spell test

Marking: Children mark their own work with guidance from the phonics teacher.
1. The teacher writes the word on the board.
2. The children:
    - tick each sound spelt correctly and correct errors

- Hold a sentence

Marking: Children mark their own work with guidance from the phonics teacher.
1. The teacher displays the sentence on the board.
2. The children:
    - tick correct and insert missing punctuation
    - tick words spelt correctly and correct words with sounds spell incorrectly (write out the whole word above)
    - insert a missing word with an upturned V

Maths

In accordance with NCETM marking guidelines published in April 2016.

- **All adults** in the classroom **mark** during the lesson, in a time efficient manner (using a dot or a tick), to allow an immediate evaluation of understanding to be achieved by the end of the lesson.
- When marking pupil's reasoning, **underline the 'star words'** used in pupil responses in a yellow highlighter to encourage and acknowledge their application.
- A **Same Day Intervention** should be delivered to the children who did not understand the key concepts taught within the lesson (indicated SDI on the LO). This is to ensure no child falls behind because of a lack of conceptual understanding.
- **Next Day Feedback** If more than six pupils have not met the learning objective, the lesson will be retaught the following day using variation to focus on the areas of misconception. The same LO sticker should be in the book with an 'r' e.g. U4 L3r to show progress towards meeting the objective.
- If there is a common misconception, the whole class will be exposed to content in a '**Maths Meetings**' or a '**Do Now**' starter that week.
- Children can use green/ pens (red pens at DKH) for self/peer assessment, marking and corrections where appropriate.

Codes

Marking Codes	KS2 writing ~~~ or . error ✓ correct/ successful feature KS1 writing error successful feature **V/F** Verbal feedback given from teacher or teaching assistant **CT** Cover Teacher **W/H** With help **I** Independent **PA** peer assessed **SA** self-assessed Below symbols to be drawn by teacher to indicate progress △ LO met ◺ LO partially met ___ ___ Learning needs to be revisited

EYFS Additional Codes	**CI** Child initiated **AL** Adult Lead **AI** Adult Initiated

EYFS Writing Sticker Targets

Learning Objective Template

All work to have the below grid at the beginning of learning.

All subjects except for writing:

Date:	
LO:	T
Star words:	

Writing:

Date:	
LO:	T

Rationale

Research (Blacket al 2003) shows that the most effective and beneficial forms of assessment are ones which support learning (i.e. are formative) and are built-in to lesson design.

Evidence shows (Black and William 1998) that pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on.

Where next steps have been identified in a pupils' work following a lesson, it should not be a routine expectation that next-steps or targets be written into pupils' books, but instead the next lesson should be designed to take account of the next steps.

References

Black, P., Harrison, C., & Lee, C. (2003). Assessment for learning: Putting it into practice. McGraw-Hill Education (UK).

Black, P., Wiliam D., (1998). Inside the Black Box: Raising standards through classroom assessment. Kings College, London.

A marked improvement? VICTORIA ELLIOTT JO-ANNE BAIRD THERESE N HOPFENBECK JENNI INGRAM IAN THOMPSON NATALIE USHER MAE ZANTOUT Oxford University, Department of Education JAMES RICHARDSON ROBBIE COLEMAN Education Endowment Foundation A review of the evidence on written marking April 2016

NCETM Marking and Evidence Guidance for Primary Mathematics Teaching, April 2016