

All Saints Church of England Primary School, Carshalton

Response to Marking Policy

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Agreed by staff - Autumn 2010

Reviewed - September 2014, September 2015, October 2016

Next Review - October 2018

What is Feedback from Marking?

Marking is a process by which we can acknowledge and evaluate children's learning.

It allows staff to assess learning against clear success criteria and provide children with the opportunity to further develop their learning.

It allows children to evaluate their learning through peer and self assessment and determine actions for further learning.

It is positive and constructive.

It recognises pupils' efforts and encourages individual self esteem.

When and How we Mark

All formal learning is marked. Supply teachers must initial any marking carried out. Learning should be given written feedback at least once a week in English and Maths.

An agreed marking code is used in all Key Stages across the school. This is age appropriate. All staff mark in red ink. Children respond to marking in purple in their writing and pencil in maths. In Early Years staff will use purple pen to record children's verbal responses to questions the teacher asks about their learning.

Foundation Stage

Feedback from marking may include:

- Verbal feedback and next steps (challenges) are given to children in all 7 areas of learning.
- When verbal feedback is given about a physical piece of independent learning, the verbal feedback symbol is used.
- Focus group learning will be marked using a smiley face system:



(Wide Smiley: independent achievement of learning objective & success criteria. Smiley: LO & SC achieved with some support. Straight smiley: LO/SC not met, the child was unsure or did not understand)

- Children will be told why they have been given a particular smiley
- If appropriate, they will be told the next step to take to achieve a 'wider smile' next time. Next steps should be briefly recorded on the learning, or on the observation notes
- Positive praise is given verbally and in the form of stickers and house points
- Pupils' names are placed on the star or shooting star accordingly
- Written feedback is mostly given for the benefit of teachers, parents and external agencies, but should always be shared with the children

- Marking should draw attention to incorrect spellings, appropriate to the phonics phase they are currently working at
- Please see the Foundation Stage marking code to see what annotations mean on pupils' learning
- A marking code should be placed at the beginning of each child's learning journey in Nursery and Reception

Key Stage 1

Marking and feedback may include:

- smiley faces
- ticks or dots (as appropriate)
- written comment relating to success criteria/ success criteria checklist
- next steps for learning relating to learning descriptors
- two stars and a wish
- corrections of some spellings and space for children to write the spelling three times
- annotation noting level of support given, if appropriate (see Infant marking code)
- evidence of adult marking with pupil
- awarding of house points
- evidence of peer/self-assessment by pupil/s
- evidence of pupil voice and opportunities for diagnostic marking
- acknowledgement of effort

Key Stage 2

Feedback from marking may include:

- ticks, crosses or dots (as appropriate)
- written comment relating to success criteria
- written comment relating to age related expectations
- written comment relating to next steps for learning
- corrections of some spellings
- annotation noting level of support given, if appropriate
- evidence of adult marking with pupil
- awarding of house points
- acknowledgement of effort
- evidence of peer and self-assessment

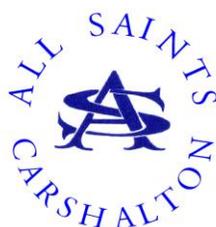
Equal Opportunities and Inclusion

This Policy aims to ensure that all children can access appropriate marking and feedback to ensure that progress is made and learning takes place.

Links

This policy should be read in conjunction with the school's policies for Teaching & Learning and Assessment.

Appendix 1



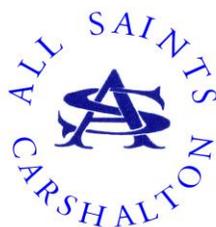
Early Years Marking Code

Code	Meaning
LO SC	Learning Objective Success Criteria (printed at top of learning, including relevant age band)
	Wide Smiley: Independent achievement of LO & SC Smiley: LO & SC met with some support Straight Smiley: LO & SC not met, the child was unsure or did not understand
	Next step
C	Copied
ELG	Early Learning Goal (linked to Goal number)
HP	House Point
C/I	Independent Learning (Child Initiated Learning Activity)
A/I	Learning challenge (Adult Initiated Independent Challenge)
VF	Verbal Feedback given (independent learning)

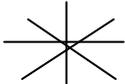
Characteristics of Effective Learning:

- PE – Playing and Exploring
- AL – Active Learning
- CTC – Creating and Thinking Critically

Appendix 2



Key Stage 1 Marking Code

Code	Meaning
LOM	Learning objective met
	Smiley Face
	Next step
sp	A spelling that a child will practise at the end of the piece.
	To show a question is incorrect in maths
AS	Adult support was given to complete the task
	In deep marking to reflect on the achievement of the success criteria
VF	Verbal feedback given

When writing next steps the following codes can be used

Code	Meaning
ABC	Work on correct use of capital letters
A.	Work on correct use of full stops
	Always read your work through to check it makes sense
	Work on using finger spaces

Appendix 3



Key Stage 2 Marking Code

Code	Meaning
GG	Guided Group Learning
S	Supported Learning
I	Independent Learning
LOA	Learning Objective Achieved
LOD	Learning Objective Developing
LO+	Learning Objective Exceeded
LOXP	Learning Objective eXPerienced
VF	Verbal Feedback
NP #	New Paragraph
○	Punctuation error
SP	Spelling error
→	Next Steps
<p>e.g : GG→I</p> <p>... would indicate that the learning started as a Guided Group activity then the pupil completed the task independently.</p>	