ALL SAINTS PARTNERSHIP MARKING POLICY 24-25

The DfE workload review (2015-16) suggests three principles for effective marking;

Meaningful
Manageable
Motivating

Meaningful: marking should serve a single purpose; advancing pupil progress and outcomes. Different forms of feedback will be appropriate in different situations, and the teacher can judge this.

Manageable: the time taken to mark is not the same as effective marking. In order to minimise teacher workload, the policy clearly outlines the minimum requirements for marking in books and what effective marking looks like.

Motivating: marking should help motivate pupils to progress. This doesn't mean always writing in-depth comments or being universally positive. Pupils should be expected to check their work before they hand it in, and should be taught to understand the success criteria for a task (in an age appropriate way).

All teachers at All Saints Partnership will review work regularly and be able to illustrate in their marking and/or feedback how they have aided the learning journey of the individual pupil. The expectation is that **ALL** work is assessed by the teacher.

Expectation of children's work in books

Maths and English books contain at least three pieces of work each week. Science and foundation books contain at least one piece of work each week.

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Teacher feedback

Teacher's give verbal feedback that is timely, specific and actionable. Feedback is specific and linked to the learning intention, success criteria and core skills. AfL is used to recognise children's current understanding and whether new learning needs to be repeated or retaught. Ensure that the Steps To Success grid is completed by pupils and the teacher for every lesson. Peer marking to be used as appropriate.

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Teacher Marking

- Live marking takes place on the spot and in all subjects.

- Live marking includes worked examples and next steps.

- Children are given time to respond to next step marking to make it impactful.

- In English, extended pieces of writing are fully marked at the end of the **drafting stage** for children to act on in the **editing stage**.
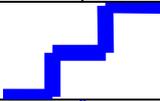
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Self and Peer Marking

- Children mark their own work using a green pen.
- Peers mark others' work using **TAG** (see below) in green pen and initial all comments.

- *In summer term, Y1 begins to mark longer pieces of writing. Some work is assessed by other children using checklists.*

T	**Tell them something you like:** ● From the success criteria I can see that you have used… ● You have used…. well ● brilliant use of ….. ● Our learning objective is ….. and you have shown this by ….
A	**Ask a question:** ● How could you improve….? ● Why have you put….? ● Could you use….? ● Where is ….?
G	**Give the writer a positive suggestion:** ● Think about adding… ● Try using (refer to LI and SC) in your second sentence… ● Could you use a (consider sentence structure/ punctuation) here… ● I like the adjective you have used in your opening sentence. Do you think you could improve it?

Marking codes

worked independently	◯
worked with an adult	Initials of adult
work discussed with pupil *(verbal feedback or group feedback)*	◯ - ◯ -
correct answer	✓

Has used knowledge and skills above expected standard		✓✓
this doesn't make sense		?
error to check		.
common spelling error	**key stage 1** – squiggly line under incorrectly spelt words from their common spelling lists. 'SP' in the margin with correct spelling. Children to copy out correct spelling 3 times in the margin	SP 〜〜〜〜〜
	key stage 2 – 'SP' in the margin of the line containing the spelling error. Children find errors independently and write out correct spelling 3 times in the margin.	SP
missing word, incorrect grammar or punctuation mark	**Key stage 2 writing only** 'GP' in the margin of the line containing the error.	GP
new paragraph	**Key stage 2 writing** Two forward slashes where the new paragraph should begin.	//
Next steps		
uplevel		

Next steps - feedback designed to support the pupil met the expected standard for the lesson or for the current point in the learning sequence. Next steps must be actionable by the pupil independently. As such, next steps cannot make reference to new learning or curriculum content that has not yet been taught.

Uplevel - For children who have achieved the expected standard for the lesson or learning sequence, feedback explaining how to 'uplevel' the work can be used to provide challenge and opportunities to deepen learning.

Examples of next steps or uplevelling feedback		Positive feedback statements
Maths	Writing/reading	- You listened well to… - Effective partner work has meant that.. - You have communicated…. - Good insight into… - I can see that you… - In this part I can see that you have… - Almost there! Now…
- Define **key vocabulary** **Prove** it…13 x 5 is 60. What do you think? Prove it. **Extension**… harder number questions… have a go at **List….** 5 different words to do with 3D shapes **Can you**…can you calculate the missing number and explain how you solved it	**Find a different word** for… **Can you move** the adjective to a different place? - Can you think of a different way to **start this sentence?** **Practise** these spellings - Can you **add extra detail…** so that the_____sounds more _____ (eg creepy)	

Your target for next time is to… **Where did you go wrong** in this problem? **Find an example…** find 3 more examples of irregular shapes **Identify…** which of these has more than one step **Who is right…** - What **equipment** could you use to help you with this?	- Look at this sentence and **add in** the appropriate punctuation **Improve** this sentence by choosing one of these words (scaffold) **What happened next?** - Make a **prediction** **How** did _____ feel when_____? **Explain…** the effect that this sentence has had on_____	