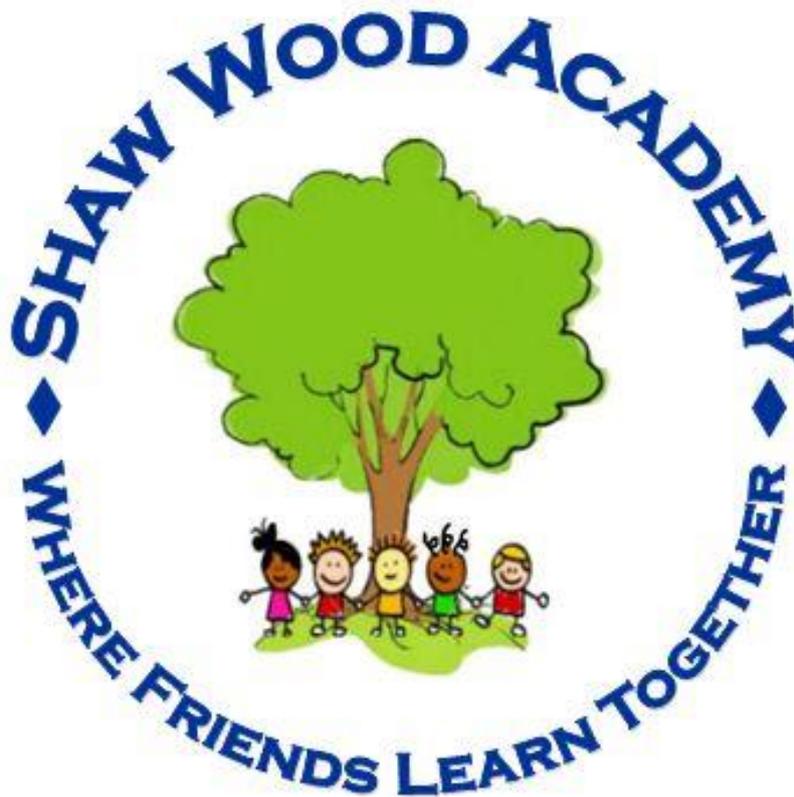


Shaw Wood Academy



Marking Policy

Date Published: July 14	Review Date: June 16
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1. Purpose

The purpose of this policy is to ensure that there are consistent expectations for the presentation of children's work across the school.

There will also be a consistent approach to marking across the school that will result in all pupils being able to see where they have been successful in their work, as well as knowing what their next steps in learning are. All children will have the opportunity to respond to marking.

2. Aims

- To inform children how well they are doing
- To tell children what to do to improve and / or where to go next
- To allow all to see if an objective has been achieved
- To inform whether a target has been met
- To enable staff to monitor progress and understanding
- To raise self-esteem and celebrate success
- To inform future planning, both short and medium term
- To enable staff to reflect on success of the lesson
- To ensure that all staff and children are aware of the expectations for the presentation of work
- To enable rigorous work scrutiny to be undertaken
- To inform all stakeholders eg senior staff, co-ordinators, parents, governors

3. Wider School Aims

- For teaching and learning to be informed by marking, therefore teaching and learning to be good or better across the school.

4. Consultation

- School council – July 2014
- Governors- July 2014
- Staff – July 2014
- Senior Leadership Team – 16th June 2014

5. Roles and Responsibilities

Teachers

- Teacher's marking provides 'next steps' in learning and where appropriate detailed suggestions of how work can be improved. Time should be built in for work to be improved or developed.
- The marking of pupils' work is exemplary, with teachers providing examples of where children have met learning objectives and about what they can do to improve.
- The careful marking of work by staff ensures that **misconceptions are identified precisely and addressed swiftly**.
- Teachers provide opportunities for pupils to reflect and respond to this advice, creating a continuous dialogue that takes learning forward.
- Assessment is used exceptionally well to identify all pupils' next steps in learning and to plan the curriculum
- Well-understood systems for sharing targets and regular reminders during lessons ensure that pupils maintain a very **sharp focus** on what they need to do to improve.
- Where work is all correct, a further question or challenge should occasionally be set for children to respond to.

Pupils

- Pupils have frequent and planned opportunities to assess their own work and that of other pupils in the class.
- Pupils have a clear understanding of the challenging targets to which they aspire, whatever their level of achievement.
- Pupils clearly know their targets and frequently review them to evaluate what they need to do next.
- Pupils respond to feedback and know how to make their work better

6. Planning

- In key stage 1, Year 1 children are encouraged to read written work to an adult when they finish, so that feedback can be given and corrections can be made with the children. In year 2, children are given time at the beginning of a lesson to respond to marking, supported by teachers and teaching assistants. In maths, children should respond to marking at the end of a lesson or at the beginning of the next lesson. This should be supported by an adult, so that any misconceptions can be addressed.
- In key stage 2, time should be given at the beginning of a lesson for children to read, reflect or respond to their returned work. This may be in pairs, groups or shared with the class and supported by teachers and teaching assistants.

7. Teaching

Marking with a focus

At Shaw Wood Academy we mark with a focus on success and improvement using the steps below:

- 'I can' statements should be written into books by children by KS2 children and high ability Y2 children, so that is clear what the purpose of the task is. If the children meet the learning objective, then the green 'learning objective achieved' should be used.
- KS1 objectives and success criteria should be printed by the teacher and glued into children's book (by an adult or the child). The 'I can' statement that the child is working on should be highlighted by the teacher. If the children meet the learning objective, then the green 'learning objective achieved' should be used.
- Indicate improvement – use the purple 'you've not yet achieved your objective' stamp. Follow the English and maths guidelines below to show where improvements can be made.
- The child has not made progress towards the objective- a red sad face stamp to be used. Children will need additional input and support to ensure that they can access the learning.
- Next steps – use next steps stamper and write a comment that will improve the children's work or move the learning forward. If a child achieves the learning objective, it might not always be necessary for them to complete a next step, the next step of learning should be taught in the next lesson.
- Make the improvement- children should make improvements to their work using a green pen. (see planning section as to when this should be done). Children should also use green pen when making self-corrections to their work.
- Exceptional work or effort- should be awarded with a sticker
- Target met- if a child meets their individual target in a piece of work, the target stamp can be used to show that a target has been met. The target in the front of a child's book should also be stamped and dated, so that it is possible to refer to which piece of work the the target has been achieved in.

English

O missing capital letter

// new paragraph

(?) confusion

^ add a missing word

VF – if verbal feedback is given. Write a key word so that when the work is revisited it is possible to remember what was said.

Spelling – key words relevant to the ability of the child underlined and written in the margin.

Maths

Work on whiteboards can be marked together in class (a small sample could be copied for evidence), whereas work in books is marked and time given for the pupils to respond to comments that indicates where further development or improvement is required.

- Correct work should be ticked
- Mistakes should be identified by circling
- Crosses to be used if work is incorrect
- Reversed digits will always be corrected
- Errors in the spelling of technical vocabulary will always be corrected
- Correct nomination of units should be emphasised i.e. 21cm, 100ml, 34kg etc

If a child has a page full of ticks, the work is too easy.

EYFS Curriculum Marking

- Adults are not to write on children's work – when recording what a child has written, adults are to write on the back of the work, or on a post it note, so not to deface children's early attempts at writing
- No spellings should be corrected on work – once a child has started to write, they are not to be discouraged
- Some words to be discussed with the children if written incorrectly, depending on individual child's ability. E.g. ask a child to sound out a simple cvc word, or recall how to write a red word if it has been frequently used in class.
- VF to be written on children's work to indicate verbal feedback with a key word linked to what has been discussed.

Expectations, Presentation and Standards

Teachers need to be explicit about standards of expectations, which must be modelled clearly

For Pupils

Teachers should insist that all pupils:

- use a ruler to draw straight lines
- copy dates and titles correctly. Date in the top left hand corner – full date (2nd September) for writing tasks, number date (02.09.14) for maths work. Title on the second line
- start sentences next to the margin

- using individual squares to write numbers
- glue work in neatly
- take care to produce neat handwriting (following school policy)

For Adults

All teachers must take care with their own handwriting and spelling - we are role models for pupil presentation and standards

Targets must be shared with children in the format agreed by the year group and they should be referred to frequently.

SEND pupils need access to carefully scaffolded resources and activities to support their learning and ensure good progress.

All year groups need to agree a consistent approach to standards of expectation for all ability groups. This will avoid confusion for pupils and will ensure that high standards are maintained when pupils move between classes. Particular attention must be paid to the top end of lower ability sets as they are often capable of more writing than they are being asked to produce.

Presentation must be consistent across the key stage for all groups of learners:

Expectations for pupils to reflect their mathematical thinking using jottings where appropriate.

8. Resources

- All teachers to have green pens so that all children in a class can respond to marking comments.
- All teachers to have stamps linked to whether children have met the objective for the lesson or not.
- All teachers to have target stamps to show when a child has met a target
- All teachers to have stickers to reward exceptional work
- The school office will have a 'marked by the supply teacher' stamp to give to any supply teacher that comes into school

9. Monitoring and Evaluation

- Work scrutiny will be undertaken each half term to ensure that all teachers are following the marking policy, that work is well presented and that teachers are modelling good handwriting and vocabulary in their marking. Work scrutiny will also ensure that there is progression in skills and that children are being challenged at the appropriate level.

10. Equal Opportunities

- Shaw Wood Academy is committed to the inclusion of all pupils. All pupils are entitled to have access to all areas of the curriculum regardless of gender, religion, age, physical or academic ability. All of our pupils should have the opportunity to fulfil their potential physically, academically, creativity and emotionally.

11. Who will the policy be shared with?

- All teaching staff will be issued with a marking policy via e-mail
- All teaching staff will be given a marking checklist via e-mail
- All supply teachers to be given a marking policy, to be returned to the school office at the end of the day