Pelsall Village School
Every Child Every Chance Every Day

Policy Reviewed By: G.Bagley
Reviewed Date: 20.11.24
Next Review: 20.9.26 (or subject to changes)

Marking Policy

INTENT

This policy relates to the ethos of the school and has direct links with curriculum, planning and assessment.

How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements. The EEF (Education Endowment Foundation) identifies that effective feedback has a +8months effect on children's progress.

Marking and feedback will:

- Be effective in supporting progress.
- recognise, encourage and reward effort and achievement, and celebrate success.
- provide a dialogue between teacher and children and clarify appropriate feedback about strengths and weaknesses in their work.
- improve a child's self-regulation in reviewing their own work and setting future targets.
- indicate how a piece of work could be corrected or improved against assessment criteria.
- help pupils develop an awareness of the standards they need to reach in order to achieve particular levels of the National Curriculum.
- identify pupils who need additional support/more challenging work and identify the nature of the support/challenges needed.
- provide evidence of assessments made and help moderate the interpretation of learning intentions and levels achieved.
- involve parents more directly in reviewing progress and help in reporting to parents.
- be consistent throughout school.

Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to children and staff and the outcomes need to be fed back into planning.

IMPLEMENTATION

1. Instant feedback – Teaching staff will provide either verbal or written (modelled) as close to the source of need as possible. This will predominantly occur during lessons where the teacher will use AfI (assessment for learning) strategies to intervene with feedback which directs the children to 'how to improve their work'. This can be achieved through informal discussion during the lesson or through the visible use of a BLUE highlighter pen under the marking principle of 'BLUE for UNDO'

2. General Feedback process:

   a. Teaching staff will mark children's work against agreed criteria dependent on the subject being marked. (See Subject specific marking – below)
   b. Each piece of work will be assessed against the Learning To: (aim of the lesson) with either:

      LT√ = Learning To achieved
      LT PA = Learning To Partly achieved
      LT NA = Learning To Not Achieved

   c. Each piece will then be assessed against the Pelsall Village Code. This is an indication of where the work fits against End of Year Age related expectations. The teacher will put the appropriate number in a circle.

1	2	3	4	5	6
Well below end of year expectations	Working towards end of year expectations	Just below end of year expectations	Meeting end of year expectations	Securely meeting end of year expectations	Deeper understanding of end of year expectations.

   d. The teacher then has the discretion to add a positive comment or use a positive stamper.
   e. Throughout the process of marking a class set of books the teacher keeps notes linked to the areas of learning that were both successful and unsuccessful. These are used to form the feedback session at the start of the next lesson.

Feedback Session

At the start of a lesson the teacher provides whole class feedback which will summarise the key points gathered from the marking process.

This is predominately achieved through a Powerpoint slide which is shared with the class.

SHOUT OUT – A list of children whose work stood out is shared and they are praised.

I NEED TO – A list of 3 'I need to statements' are discussed. These are the main learning points from the marking that if addressed, will move the learning forward and help support progress. Children are encouraged to select the 'I need to statement' that most closely matches their personal outcomes – this requires the children to reflect on their previous work and is part of the self-regulation process.

PRESENTATION – A list of presentation points gathered from the marking process.

SPELLINGS – A list of key spellings gathered from the marking process.

DIRT – Do It Right Time. This is an opportunity for all children to 'do a part of their work again' as directed by the teacher but again involving self regulation. Children who have little or nothing to improve are given a MUD task – My Unique Development.

SUBJECT SPECIFIC MARKING

English Books	
Green highlighter GREEN for GREAT	Used to indicate to the children's 'good' elements of their work – this might be vocabulary, punctuation, grammar or handwriting.
Pink highlighter PINK for THINK	Used to indicate 'Pink for think'. Elements of work that need to be addressed. These are then addressed as much as possible in the DIRT activity.
Yellow highlighter YELL(ow) for SPELL	Used to indicate spelling mistakes. No more than 3 spelling mistakes will be identified but the children are expected to correct as part of the feedback process.
Blue Highlighter BLUE for UNDO	Instant 'at point of recognition' – 'during lesson' feedback. Mistake to 'undo' is highlighted with teacher asking 'What do you think needs to improve?' Children should then aim to 'undo the mistake in the rest of the completed work
'Margin modelling'	Teachers can use the margin to model specific improvements for some children.

Maths Books	
Green highlighter GREEN for GREAT	Used to indicate to correct methodology and answers.
Pink highlighter PINK for THINK	Used to indicate 'Pink for think'. Elements of work that need to be addressed (incorrect answers) These are then addressed as much as possible in the DIRT activity.
Blue Highlighter BLUE for UNDO	Instant 'at point of recognition' – 'during lesson' feedback. Mistake to 'undo' is highlighted with teacher asking 'What do you think needs to improve/mistake you have made?' Children should then aim to 'undo the mistake in the rest of the completed work.
Modelling	Teachers can use the page to model specific methods etc for some children.

Science Books	
Green highlighter GREEN for GREAT	Used to indicate to correct methodology and answers.
Pink highlighter PINK for THINK	Used to indicate 'Pink for think'. Elements of work that need to be addressed (incorrect science) These are then addressed as much as possible in the DIRT activity.
Modelling	Teachers can use the page to model specific science etc for some children.

Foundation subjects

Marking is less formal with a focus on children being rewarded for positive outcomes. For example, children will have their geography map work or history timeline entered in to the Year group 'Big Book' which is displayed in the classroom.

Children also have individual foundation subject workbooks. Lessons covering key skills or knowledge and understanding should be marked LT/ LTPA LTNA and PV code applied. Positive comments can also be written for any piece of work across all subjects.

Children will complete an end of topic assessment that will be marked and assessed with the PV code. This information is then collated on our computerised assessment spreadsheets.

Other Marking procedures

a. Peer marking – Children are given opportunities to assess each other's work which is a chance to deepen their own understanding of the task they are completing. This can be facilitated through activities such as **'Find it fingers'**
b. Children marking – On occasions when children mark their own work they will always use a different 'marker'.
c. SEN – Children completing SEN SMART target work will be evidenced in books.

Overview of Teacher codes

LT √	Learning Challenge Achieved (in green)
LTPA	Learning Challenge Partly Achieved (in green)
LTNA	Learning Challenge Not Achieved (in green)
DIRT	Do It Right Time
MUD	My Unique Development (task)
VF	Verbally feedback given
TI/TA/TS	Teacher intervention/assistance/support given
ST	Supply Teacher took the lesson
1 - 6	Teachers will award a grade from 1 – 6 to indicate the level against end of year expectations. 4 = meeting end of year national expectations.

Appendix 1

Marking Codes

IMPACT

1. Consistent and streamlined approach across school that children become familiar with and are able to use to support their progression in a more effective and rigorous way.
2. The process is very 'personalised' for the children. Children should be improving/correcting something that is personal to them.

3. Self-regulation in the children is developed through the children consistently having to identify their errors and then recognising how to correct them.
4. Parents can be informed of progress through the regularity of the Pelsall Village code in children's books which is transferred to the school's tracking document, in turn producing data for parents.
5. Teachers marking and feedback is more efficient and effective; allowing more time to be given to subsequent planning as a result of the marking findings.
6. Children have a better and more reflective understanding of the marking and its impact on their own progression.

MONITORING AND REVIEW

1. Consistent marking is monitored on a regular basis by subject coordinators and members of the SLT during observations.

2. Feedback to staff on the quality of marking is shared regularly and any support or further training is provided.

3. This policy is reviewed every two years or subject to any significant changes.