

 ‘A place where everyone flourishes’

**Marking**

**Policy**

**@ Willen**

**Approved: November 2017**

**To be reviewed**: **September 2019**

**1. Introduction**

At Willen, marking and feedback is an integral part of assessment. We provide a system of marking work that is consistent and continuous across each stage within our school. Marking informs planning, is diagnostic and enhances children’s learning by ultimately offering guidance on how work can be improved. Marking allows for a child to recognise their difficulties and mistakes as well as encouraging them to see where they can improve and accept help/guidance from others.

This policy sets out how marking is undertaken at Willen Primary School.

**2. Effective marking should:**

* evaluate and assess children’s learning
* give feedback to children and inform them of their achievements and the next steps in their learning
* inform future planning and learning
* show work is valued
* demonstrate appreciation of effort
* help parents to understand the strengths and areas to develop in their children’s work.

**3. Marking procedures @Willen**

**3.1 Coloured ballpoint pens**

 Purple and Green pens should be used to highlight the ‘L.I.’ part of ‘Learning Intention’ only:

* Green Circled = achieved

 L.I.

* Purple Circled = partially achieved

 L.I.

* Purple Underlined = not achieved

 L.I.

* **Green for ‘Good’ - Tick (good) or double tick (excellent) work - comment as required to explain your ticks (where space permits)**
* **Purple for ‘Progress’ - All progress marking including punctuation errors (circled), grammar errors (circled/underlined) & gap/challenge tasks – the main progress dialogue with pupils**
* **Pink – Spelling errors (underlined). Teacher judgement to be used when highlighting spelling errors. Pay attention to dates and L.I. in addition to mistakes within a pupil’s own writing (catch and fix repeated errors)**

**4. Pupil editing and improvements**

A ‘First isn’t final’ philosophy is to be used for any pieces of writing where editing and improving will take place. Purple editing pens must be used in all year groups when making any improvements to work.

**5. Where the L.I. has not been fully achieved**

All pieces of work where the learning intention is partially achieved or not achieved should have evidence of a follow up e.g. gap tasks, intervention, verbal feedback. Children’s responses should be in either pencil/pen - not purple

**6. Stamps**

Stamps must be used throughout the school (see ‘phase-specific’ guidance) on most pieces of work to denote the level of support a pupil has received. The following stamps are used at WPS:

* Independent Work
* Adult Assisted
* Peer Assessed
* Self Assessed

**7. Early Years – Individual ‘phase-specific’ guidance**

**7.1 L.I. Labels**

Learning Intention labels to include three levels of differentiation for all recorded work in Wow Books. Label format is to be in-line with Key Stage 1 to aid continuity.

**7.2 Spelling**

In Term 5 and 6 (Summer), some children will be asked to correct spelling of irregular common words. A pink pen will be used to identify spelling corrections.

**7.3 Commentaries**

Commentaries must be written in green/purple – any additional comments from children to be written in blue.

**7.4 Peer and self-assessment:**

* Commentary box on every guided piece of work to explain how the child has gone about the task and the conversation between the teacher and child, including verbal feedback given.
* All commentary boxes to have two blank smiley faces to be used for self and peer-assessment. Child/peer to colour in red, amber or green. Regular use of both to be seen in ‘Wow’ books.
* Peer-assessment comments also on speech bubble labels where children make relevant comments on a peer’s outcomes. To be scribed by adult support where necessary.

**7.5 Stamps to be used:**

* Independent Work

**8. Key Stage 1 – Individual ‘phase-specific’ guidance**

**8.1 L.I. Labels**

Learning Intention labels to include ‘Some’, ‘Most’ and ‘Few’ features for Maths and English.

Label format is to be in-line with Early Years to aid continuity.

**8.2 Spelling**

Spelling errors are underlined in pink pen. Underline up to three incorrect spellings (focussing on ‘Common Exception’ words). Children respond by writing the incorrect spellings correctly, three times.

**8.3 Grammar and punctuation errors**

Grammatical errors (wrong tense, etc) and punctuation errors are indicated to the pupils in purple pen.

In maths adults must ensure spelling (pink pen) and punctuation errors (purple pen) are also identified.

**8.4 Peer and self-assessment:**

* Self-assessment used regularly – pupils to tick against the ‘Steps to Success’ in English
* Peer assessment used regularly – pupils to tick against the ‘Steps to Success’ in English, write a positive comment and something to improve.
* Self or peer assessment to be done at least once a week for English/Riveting writing
* Commentary sheets (as used in Early Years) to be used for least able/SEN children to explain level of adult support (see Early Years guidance section 7.3)

**8.5 Stamps to be used:**

* Adult Assisted
* Peer Assessed
* Self Assessed

**9. Key Stage 2 – Individual ‘phase-specific’ guidance**

**9.1 Date and Learning Intention**

The date is to go on the top line (maths short date and all other books long date) and the Learning Intention is written by the pupil (unless the pupils is SEND and requires modified provision). Sticker alternatives to be used when required.

**9.2 Meeting ‘Basic’, ‘Advancing’ or ‘Deep’ outcomes in pupil work**

It must be clearly visible whether a pupil has met a ‘Basic (R)’, ‘Advancing (A)’ or ‘Deep (G)’ differentiated level of outcome in English and Maths (other subjects where appropriate). This will be indicated by a circled ‘R’, ‘A’ or ‘G’ next to the Learning Intention (Older children should denote this themselves where possible).

**9.3 Spelling errors**

Spelling errors are underlined in pink pen.

* In Year 3 and Year 4 the correct spelling is written for the pupil at end of piece of work. Common errors for individual pupils are identified. A maximum of 4 spellings to be identified in a piece of work. Look for topic and high frequency words.
* In Year 5 and Year 6 pupils are expected to use a dictionary to find the correct spelling of a word. Common errors for individual children are identified using the pink pen. A maximum of 6 spellings to be identified in a piece of work. Look for topic and high frequency words.

**9.4 Grammar and punctuation errors**

Grammatical errors (wrong tense, etc) and punctuation errors are indicated to the pupils in purple pen.

In maths adults must ensure spelling (pink pen) and punctuation errors (purple pen) are also identified.

**9.5 Peer and self-assessment**

* Year 3 and 4 use green and purple pens to peer and self-assess. Most peer feedback is written on post-it notes in these year groups. Both peer and self-assessment should be regular.
* Year 5 and 6 use green and purple pens. Frequency is high. Some peer feedback is written on post-it notes. Where appropriate, peer and self-assessment is written directly into the book where the children can show good presentation, spelling and relevant comments. Peer and self-assessment should be very regular.
* Steps to success sheets used, where appropriate, at the end of a piece of work to self and/or peer assess. Columns clearly labelled to indicate self/peer/teacher.
* Raffle Tickets and Wow celebrations identified to the child

**9.6 Stamps to be used:**

* Adult Support
* Peer Assessed
* Self Assessed

**9.7 Learning Logs**

Due to the nature of learning logs, were no specific learning intention or means of presentation is expected, these will be marked in any colour by school staff based on the content and effort involved. Learning logs will therefore not be marked in accordance with this policy.

**Willen Primary School Marking Symbols and Stamps**

|  |  |  |
| --- | --- | --- |
| **You worked with no adult support** | Independent Work stamp | http://ecx.images-amazon.com/images/I/41A-MSWTsDL._SY300_.jpg |
| **You worked with an adult** | Adult Assisted stamp | http://images.shopletcdn.co.uk/productimages/300x300/OR189700000342738.JPG |
| **Your work has been assessed by one of your classmates** | Peer Assessed stamp | http://www.teacher-stamps.co.uk/image/cache/data/X12057_peer_assessed-500x500.jpg |
| **You have assessed your work yourself** | Self Assessed stamp |  |
| **You have a ‘Gap task’ to complete** |  | **GT** |
| **You have a ‘Challenge task’ to complete** |  | **CT** |
| **You have spelt something incorrectly** | Word underlined in pink | ***speling*** |
| **Please correct your punctuation** | Circle around the letter or punctuation mark |  |
| **\*Please add the missing word** | Up arrow in the space | **^** |
| **Please start a new sentence** |  | **/** |
| **Please start a new paragraph** |  | **//** |

\*Missing word symbol not used in Early Years or Year 1. In Year 2 to Year 4 the word is generally written for them. Year 5 and Year 6 children are expected to work out which word is missing and correct it themselves.

‘Great’ Green or ‘Progress’ Purple?

Your teacher marks your work with green, purple and pink pen to help you learn what you have done well, and what you could do to improve.

**Green pen shows where you have met the Learning Intention. One tick is good, two ticks is excellent.**

**Purple pen shows you where you need to do something to improve.**

**Pink pen shows you that you have made a spelling mistake. The word will be corrected in a space below and you need to copy that word out correctly at least five times.**

**At the end of your work your teacher will often write a comment to help you.**

 **What you have done to meet the Learning Intention.**

**What you need to do to improve. This might be something you need to change or add; you will be given time to do this.**

