



Marking Policy

Approved February 2017

Review by September 2018

Abbey Park Primary Academy

Marking and Feedback Policy

Aims of this policy:

At Abbey Park Primary Academy we believe that each child is an individual with specific needs that we meet appropriately through planning, assessment, motivation and encouragement. An integral part of this philosophy is to establish a consistent approach to the way children's work is marked so that pupils have a clear understanding of how well they have achieved their targets and what they need to do further, through meaningful and effective comments.

Good marking is:

1. Early intervention for misconceptions.
2. A type of formative assessment to provide direction for the next stage of a child's learning.
3. A way to inform the teacher of the level of attainment of that child for formal recording purposes (summative assessment).
4. A way for the child to know how to make continued progress.
5. Evidence for the teacher to inform future planning for the class as well as individual children.
6. A way to provide a further challenge for the pupil and to set appropriate targets in the child's 'Target Book'.
7. A way to celebrate the child's learning and to give praise and rewards.

Our marking will include:

- Verbal and written feedback
- Comments related to the planned learning objective
- Time built in to lessons for children to reflect on marking and respond to it, either individually or with support from a peer.

The Marking Process

As a staff we have agreed an 'in-depth' and 'essential' approach to marking. Essential marking will include a highlighted LO and a grade. An 'in-depth' mark will include: a highlighted LO; an effort and attainment grade and one of the following:

1. A positive comment.
2. A challenge: an opportunity to extend the learning at the child's level.
3. Directed opportunities to edit and improve.
4. A reminder – to prompt the child to include something else from the lesson.
5. Next steps – linked to either the LO or the child's targets.
6. Question to stimulate thinking and to address misconceptions.

NB: there is an expectation that all pieces of 'big writing' done on a Friday will be deep marked and will include a 'next-step' that relates to a child's English target.

Effort and attainment grades are as follows:

EFFORT	ATTAINMENT
A = Consistently high level of effort	1 = LO achieved
B = Satisfactory level of effort	2 = LO partially achieved
C = Poor level of effort	3 = LO not achieved and follow up will be done

Marking expectations across the school are as follows:

	Year 1	Year 2	KS2
English books	(one book only) 3 pieces per week 1 DM	(one book only) 4 pieces per week 2 DM	3 pieces per week 1 DM 2 EM
Writing books	2 EM	2 EM	1 DM, to include a Next Step

Maths books	3 pieces per week could include photographic evidence 1 DM 2 EM	4 pieces per week, 1 could be photographic evidence 1 DM 3 EM
Science books	1 piece of extended writing per fortnight. Alternate DM and EM Evidence in books for every lesson	
Topic books	3 pieces of extended writing per half term – one to be DM Evidence in books for every lesson	
PHSCE/RE	1 piece of written work per week - EM	
PE and Music	Ensure PE and Music folders are used and evidence updated on a weekly basis (see Adam and Melissa's files)	

Marking colour code:

In KS2 English and Writing books, to encourage independence, we will use a code of 'sp' and 'p' and 'SE' in the margins in green pen and will try to minimise the use of orange highlighters.

Orange highlighters will be used minimally by teachers to highlight non-negotiables – but sensitively to the child's self-esteem is not damaged. Over marking should be avoided. It is realistic that a child will benefit from the targeting of 2 or 3 points for learning.

Maths – orange highlighters will be used for incorrect calculations

LOs will be highlighted by teachers in green or orange; orange if the LO has not been achieved and green if it has. If it is orange and it is not a deep marked piece of work, then the misconceptions will be addressed the following day by the TA or the Teacher. TA feedback will be done with a speech bubble and blue pen.

Purple pen is for children's responses to deep marking i.e., challenges, next steps, or in-depth editing.

Response time:

Pupils must respond to the marking; to act on the advice and to answer challenges in their books in order to 'close the loop'. This will need designated 'comment and respond' time. Each new lesson will begin with a **short** time for children to respond to teachers' marking from the previous day. If there are no comments for a child to respond to because their work has not been deep marked, they could support a peer, or work on one of their on-going targets.

However it is expected that first thing on a Monday morning, children will be given their writing books to respond to the writing task from the previous Friday.

Emme Ford