



The Coastal Federation



'together we are stronger'

Written: Reviewed September 2018

Next Review Date: July 2019

Rationale

Learning is well supported when pupils are aware of what they are trying to achieve particularly, when through careful marking, they have a clear picture about what they have achieved and how they might improve. This is in essence the, 'Plan, Do, Review' approach which is at the heart of pupils' approach to their work. The marking of pupils' work is therefore an important part of teacher assessment. In this respect, we feel it is also crucial that besides teacher marking, children are taught the skills to self and peer assess, then given encouragement to improve their work.

It is also important that children present their work well and that expectations of presentation are consistent throughout the schools.

Aims and Objectives

- To coordinate marking and presentation throughout the schools which is based on high expectations of pupils' work.
- To agree on a basic philosophy which underpins all of our marking.
- To provide a positive framework which teachers can exercise professional judgements according to age, ability and needs of the pupil, and the appropriateness of the type of marking to the task in hand.
- To enable the children to see the value of marking in self-development and to understand its role in teachers' assessment of their work.
- To improve the quality of pupils' work and to enhance their confidence and self-esteem.
- To promote consistency of presentation throughout the schools.

Effective Marking

Effective marking should:

- Provide clear feedback to pupils about the strengths and areas of their work in need of improvement, always referring back to the learning objective.
- Recognise, encourage and reward pupils' effort and progress.
- Provide a record of pupils' progress.
- Encourage pupils to strive to improve.
- Direct pupils to what they need to do to improve their work.
- Help pupil, teachers and parents understand the strengths and weaknesses in their children's work.

Early Years Foundation Stage & Key Stage 1

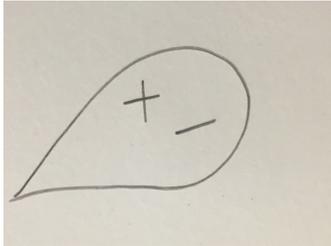
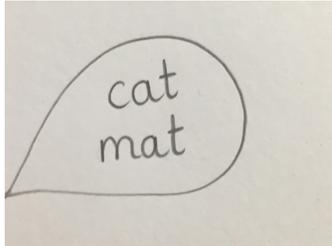
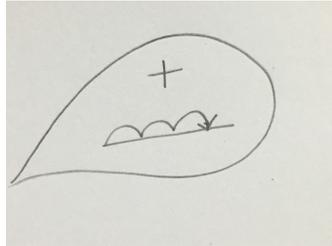
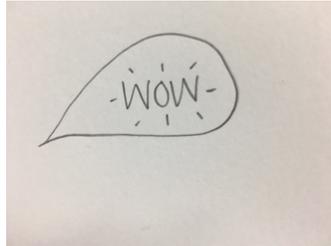
Forms of Marking

- **Face to Face Marking** - may include oral feedback and the code VF (Verbal Feedback) circled. This is the main feedback given in Early Years and Early Key Stage 1
- **Shared Marking** - teacher modelling quality and comparing work during lessons to generate discussion about success, difficulties of the work and areas to improve.
- **Paired Marking** - pupils pair mark once a clear set of class rules have been established and modelled.
- **Distant Marking** - distance marking involves highlighting successes, where learning objectives and/or success criteria have been achieved (green highlighter), where learning objectives are close to being met (orange highlighter) and areas for improvement (using pink highlighter - pink to make you think). All work should be marked where appropriate in this manner and time should be given to pupils to improve their work and respond to marking. In EYFS and KS1 this will be done with the child or in small groups led by an adult initially. Next steps should be given in reference to the areas to improve on the learning objective being covered as well as making reference to presentation skills and other areas of learning where appropriate. Children should use a red pen when responding. Responses will be acknowledged with a tick and a date with an additional comment if appropriate.
- **Personalised targets** - Targets come in the form of short term and long term. Short term targets could be spellings, grammar, sentence structure, number formation, calculations or an improvement for presentation and handwriting. One target should be addressed at any one time and written on a post-it note stuck in the child's book. The children should move this post-it note to their next piece of work to remind them. When a child has achieved this target the teacher will sign and date it. When this has been done 3 times the post-it note will be stuck in the book with a sticker to show it's completion and another will be given. When the target has not been achieved on a piece of work, children should respond in the normal way.

Consistency in Marking

While the class teacher's' personal style is welcomed in class the schools agree on the following aspects of marking:

- Written comments should be positive in tone and marked within the maximum span of a school week.
- Marking will be done by teachers in **green pen** and in **blue pen** by support staff.
- Stamps and stickers will be used to celebrate pupils' work - these are personal to each class.
- HP should be used when a house point has been given. When this is awarded during distant marking children should 'claim' their house point and then cross through it.
- The correction of spellings, grammar and mathematical mistakes will be appropriate to the age of the pupil (see symbols and systems)
- Classroom displays should represent age-related and ability related spellings, words and punctuation and children are encouraged to use these as well as resources such as dictionaries to correct their own spellings. Where work is copied into 'best', time should be planned for children to edit their work and correct their spellings as independently as possible.
- Learning foci for each session in maths and English will be in the form of a symbol or phrase inside a bubble, drawn by the child in the top right hand corner. Below are examples however there are no set symbols for any given area of work. Symbols should link to the focus and be understood by the children and the adults. These codes should be written by the adult working with the group or by the teacher/adult when marking. Codes will be displayed next to the learning focus bubble.

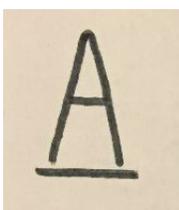
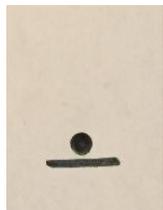
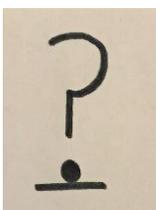
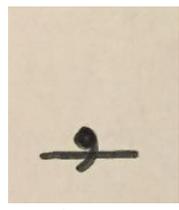
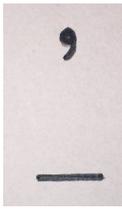
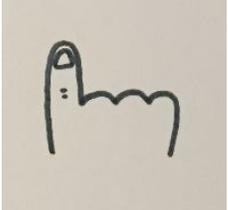
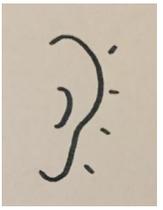
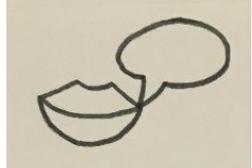
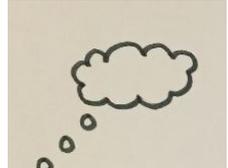
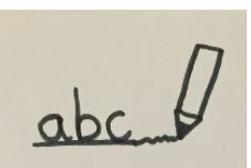
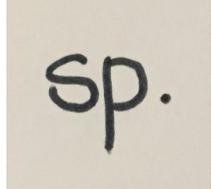
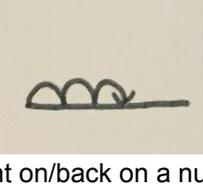
			
Example of work around addition and subtraction	Example of work around rhyme or cvc words	Example of work around addition using a numberline	Example of work around adjectives

- Learning foci will be highlighted using the following colours:
 - Green - Learning objective achieved
 - Orange - Learning objective almost achieved
 - Pink - Learning objective not achieved - Pink to Think
- Maths and English work should be marked in detail at least once a week per child with next steps given.
- Presentation - the teacher should use their professional judgement to mark against personal ability as well as keeping in mind age-related expectations. Where work is exceptionally untidy the teacher may ask a child to copy some of this out again.
- Time should be given for children to respond to marking. Children should respond using a red pen. Children's responses should be acknowledged with a date/tick or brief comment where appropriate.

Marking Codes

The following codes refer to the codes on the Learning Objective slips:

- T** - The child worked with the teacher in a guided group
- TA** - The child worked with a teaching assistant in a guided group
- I** - The child worked independently or in a group with other children
- H** - The child needed a high level of support
- M** - The child needed a moderate level of support
- 1:1** - Child worked 1:1 with an adult
- VF** - Verbal feedback was given during the lesson
- ST** - Supply Teacher

			
Capital Letter	Full Stop	Exclamation Mark	Question Mark
			
Comma	Apostrophe	Finger Space	Sound Out
			
Check your work	Say your sentence	Think of your sentence	Write on the line
			
Write/Copy	Spelling	Count on/back on a number line	Next steps

Presentation

- In Reception pupils will begin to date their adult led work using the short date from the Spring Term
- In Year 1 pupils will write the short date on all work
- From Year 2 pupils will write the long date on English work and the short date in mathematics
- The date will be written at the top left hand side of the paper/page
- From Year 2, a title will be written on work where appropriate and will be underlined using a ruler
- All diagrams will be drawn in pencil
- Errors should have a single line drawn through them. Rubbers will only be used for neat/display work and will not be accessible to the children during other times
- From Year 1, all written work will be in pencil. Reception will use a range of writing implements.
- All maths work will be recorded in pencil
- Felt tip pens will not be used in books from Year 1 upwards
- All paper stuck in should be trimmed to fit neatly inside the book
- In KS1, where presentation is unsatisfactory pupils may be asked to redo a piece (this is down to the discretion of the teacher and based on individuals abilities)

Key Stage 2

Forms of Marking

- **Distant Marking** - distance marking involves highlighting successes, where learning objectives and/or success criteria have been achieved (green highlighter), where learning objectives are close to being met (orange highlighter) and areas for improvement (using pink highlighter - pink to make you think). All work should be marked where appropriate in this manner and time should be given to pupils to improve their work and respond to marking. Next steps should be given in reference to the areas to improve on the learning objective being covered as well as making reference to presentation skills and other areas of learning where appropriate. Children should use a red pen when responding. Responses will be acknowledged with a tick and a date.
- **Personalised targets** - as well as layered targets in the classroom, individual targets should be given which address the areas in that lesson. These could be spellings, grammar, sentence structure, number formation, calculations or an improvement for presentation and handwriting. One target should be addressed at any one time and written on a post-it note stuck in the child's book or a treasury tagged label. The children should move this post-it note to their next piece of work to remind them. When a child has achieved this target the teacher will sign and date it. When this has been done 3 times the post-it note will be stuck in the book with a sticker to show it's completion and another will be given.
- **Shared Marking** - teacher modelling quality and comparing work during lessons to generate discussion about success, difficulties of the work and areas to improve.
- **Paired Marking** - pupils pair mark once a clear set of class rules have been established and modelled.
- **Face to Face Marking** - may include oral feedback and the code VF (Verbal Feedback) circled. This is the main feedback given in Early Years.

Consistency in Marking

While the class teacher's' personal style is welcomed in class the schools agree on the following aspects of marking:

- Written comments should be positive in tone and marked within the maximum span of a school week.
- Marking will be done in **Green Pen**
- Stamps and stickers will be used to celebrate pupils' work.
- The correction of spellings, grammar and mathematical mistakes will be appropriate to the age of the pupil (see symbols and systems)
- Classroom displays should represent age-related and ability related spellings, words and punctuation and children are encouraged to use these as well as resources such as dictionaries to correct their own spellings. Where work is copied into 'best', time should be planned for children to edit their work and correct their spellings as independently as possible.
- At the end of the lesson or during if appropriate, children will be given time to tick against the success criteria they have achieved. The teacher will then confirm this when marking through highlighting aspects the child has achieved and/or highlighting in pink or orange where more work is needed/next steps.
- Learning objectives and success criteria where appropriate should be on the agreed slip for each lesson in books and on individual sheets.
- Learning objectives will be highlighted using the following colours:
 - Green - Learning objective achieved**
 - Orange - Learning objective almost achieved**
 - Pink - Learning objective not achieved - Pink to Think**
- Maths and English work should be marked in detail at least once a week per child with next steps given.
- Presentation should be marked on the slider from untidy to excellent. Children will be given time at the end of each lesson to grade themselves for presentation. The teacher should use their professional judgement to mark against personal ability as well as keeping in mind age-related expectations. Where work is exceptionally untidy the teacher may ask a child to copy some of this out again.
- Topic work/foundation subjects will be marked using the highlighting system -see above with either individual learning objective slips highlighted or whole topic assessment ladders highlighted.
- Time should be given for children to respond to marking. Children should respond using a red pen. Children's responses should be acknowledged with a date/tick or brief comment where appropriate.

Presentation

- The date will be written at the top left hand side of the paper/page
- A title will be written on work where appropriate and will be underlined using a ruler
- From Year 1, Learning objective slips will be stuck above the date and title. During the end of Reception adult led activities will begin to introduce the slips in preparation for transition
- Work will be aligned to the left hand margin (margins currently from year 3)
- All diagrams will be drawn in pencil
- Errors should have a single line drawn through them where a rubber is not used
- From Year 1 to the end of Year 3, all written work will be in pencil. Reception will use a range of writing implements.
- From the end of Year 3, written work will begin to be written in pen at the teacher's discretion
- All maths work will be recorded in pencil
- Felt tip pens will not be used in books from Year 1 upwards
- All paper stuck in should be trimmed to fit neatly inside the book
- In KS1 and KS2, where presentation is unsatisfactory pupils may be asked to redo a piece (this is down to the discretion of the teacher and based on individuals abilities)

Learning Objective Slips

Learning objectives and success criteria will be displayed in the format below from Reception to Year 6 for all subjects where written work is recorded. For younger children, symbols may be used along with written text to support reading and understanding. Where appropriate, the success criteria may be added with the pupils' input during the lesson.

These formats should be used from Y3 to Y6. Please copy and paste these into your own documents to ensure they remain the same size and in the same format.

L.O					T	TA	I	WS
Must		Should		Could		Presentation <hr/> Untidy Excellent		
Feedback								VF

Child	L.O.		T	TA	I	WS
	Platinum		Presentation <hr/> Untidy Excellent			
	Gold					
	Silver					
	Bronze					
Feedback						VF

Examples of Learning Objective slips for English.

L.O I can join words in a sentence using 'and'					T	TA	I	WS
Must		Should		Could		Presentation		
	Tell my friend my sentence using 'and'		Write a sentence using the word 'and'		Write sentences using the word 'and'	_____		
	Leave finger spaces between my words		Keep my writing on the line		Keep my writing the same size and on the line	Untidy	Excellent	
	Use my sounds to try spelling new words		Read my sentence back to a friend		Read my sentence to a friend and make some changes so it is even better			
Feedback								VF

L.O I can use conjunctions to give more information in a sentence					T	TA	I	WS
Must		Should		Could		Presentation		
	To use and and because The Iron Man's head was huge and dirty. The Iron's Man head was dirty because he had been buried.		To use when and then The Iron Man's head was dirty when he lifted it from the pile of rubbish. The Iron Man's head was in the rubbish then he lifted it.		To use but and so The Iron Man's head was dirty but he could still see. The Iron Man's head was dirty so he moved it carefully.	_____		
						Untidy	Excellent	
Feedback								VF

Examples of Learning Objective slips for Maths.

Child	L.O I can count in steps of 2		T	TA	I	WS
			Presentation			
	Platinum	I can count on and back in steps of 2 from any given number				
	Gold	I can count on and back in steps of 2 up to 50				
	Silver	I can count on in steps of 2 from 0 and back in steps of 2 from 20	Untidy		Excellent	
	Bronze	I can count on in steps of 2 starting from 0				
Feedback						VF

Child	L.O I can round numbers up and down		T	TA	I	WS
			Presentation			
	Platinum	I can round any number to the nearest 10, 100, 1000 including decimal places I can explain how I reached my answer to a friend				
	Gold	I can round numbers to the nearest 1000 I can explain how I reached my answer to a friend	Untidy		Excellent	
	Silver	I can round numbers to the nearest 100 I can explain how I reached my answer to a friend				
	Bronze	I can round numbers to the nearest 10 (0-100) I can explain how I reached my answer to a friend				
Feedback						VF

Codes

The following codes refer to the codes on the Learning Objective slips:

- **T** - The child worked with the teacher in a guided group
- **TA** - The child worked with a teaching assistant in a guided group
- **I** - The child worked independently or in a group with other children
- **WS** - This should be circled if the child needed additional support during the lesson from an adult

The children should circle the code at the beginning of the lesson to show who they are working with or whether they are working independently. If an adult gives a child additional support above and beyond what was expected the adult should circle WS.

- **VF** - Verbal feedback was given during the lesson

Presentation

- In Reception pupils will begin to date their adult led work using the short date from the Spring Term
- From Year 2 pupils will write the long date on English work and the short date in mathematics
- The date will be written at the top left hand side of the paper/page
- A title will be written on work where appropriate and will be underlined using a ruler
- From Year 1, Learning objective slips will be stuck above the date and title. During the end of Reception adult led activities will begin to introduce the slips in preparation for transition
- Work will be aligned to the left hand margin (margins currently from year 3)
- All diagrams will be drawn in pencil
- Errors should have a single line drawn through them where a rubber is not used
- From Year 1 to the end of Year 3, all written work will be in pencil. Reception will use a range of writing implements.
- From the end of Year 3, written work will begin to be written in pen at the teacher's discretion
- All maths work will be recorded in pencil
- Felt tip pens will not be used in books from Year 1 upwards
- All paper stuck in should be trimmed to fit neatly inside the book
- In KS1 and KS2, where presentation is unsatisfactory pupils may be asked to redo a piece (this is down to the discretion of the teacher and based on individuals abilities)

Role of the governor in monitoring marking and presentation

Governors will take part in at least one book scrutiny per term. Reports from any of these will also be sent to governors to be discussed as part of the SLT report each term.

Monitoring and Review

The aims and objectives outlined in this policy are evident in the day to day working in the classroom. This will be monitored through:

- Classroom observation
- Book scrutiny by SLT and subject leaders
- External scrutiny
- Moderation of work during Pupil Progress meetings
- Governor monitoring
- Communication with pupils, parents and the rest of the schools' community
- Staff professional reviews in line with the Performance Management Policy

We are aware of the need to review the policy regularly so that we can take account of the monitoring in the schools, new initiatives, changes to government policy and agendas and developments in technology and educations.

Marking Symbols - From KS2

Symbol	Meaning	Incorrect	Correct
SP	Spelling	I would love a peice of cake.	I would love a piece of cake.
P	Punctuation	I love oranges apples and pears.	I love oranges, apples and pears.
=	Capital Letter Needed	Matthew and gemma went to paris.	Matthew and Gemma went to Paris.
VT	Verb Tense	I never work as a vet until I got the job here.	I never worked as a cashier until I got the job here.
SV	Subject-verb Agreement	The manager work hard.	The manager works hard. The manager worked hard.
#	Space needed	Goingto class is awesome.	Going to class is awesome.
PL	Plural	Apple are delicious	Apples are delicious.
⊘	Unnecessary Word	The student she studies all the time	The student studies all the time.
~ ~ ~	Wrong word Doesn't make sense Choose a better word	The restaurant was nice.	The restaurant was amazing.
^	Missing word	Please don't me that question anymore.	Please don't ask me that question anymore.
/	New Line Needed		
	New paragraph		

//	Needed		
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Progressive Symbols/Systems for Marking

From KS1 the progressive symbols/systems should be used with the teacher's professional judgement of a child's ability.

Spelling	sp in margin with spelling given	sp in margin and word underlined	sp in margin
Punctuation	Symbols used above next to error	p in margin and circle to show placement	p in margin
Word missing	^ in margin with word type or choice of words	^ where word is missing	^ in margin