**Shaftesbury Abbey CE VA School, Marking Policy**

This policy is intended to ensure consistency across the school in terms of marking practice. Marking should enhance learning through:

* Drawing children's attention to what they need to do to improve
* Providing feedback on what they have done so far

**Procedure**

* Learning objectives (and success criteria where appropriate) are shared with the children and are central to the marking process including drawing attention to examples of success
* A variety of approaches are taken to marking work including children marking one another's (peer editing with purple editing pens), self-assessment, one-to-one discussion.
* Time is given for children to read comments and make a response including corrections using purple editing pens.
* Comments should focus upon key issues linked to lesson objectives and targets
* Teachers should include formative comments that inform children's learning

e.g. directing children to the next stage in their learning

* Marking criteria should be shared with children and a checklist of items used to look for when marking their own or others' work
* Next steps should include questions, reminders, scaffold (an example of what they need to do) example (exact sentences, words or processes to copy)
* Learning Ladders may be used for pink marking, to replace a comment, a green point for improvement will still be made.

# Marking

‘Tickled Pink’ and ‘Green for Growth’

When adding a comment at the end of children’s work or drawing attention to good features and areas for improvement, a colour code is used. The comment may be a  **‘Tickled Pink’** or **‘Green for Growth’** comment. Good work and positive comments will be highlighted in pink. **(Tickled pink).** Work which needs improvement or a comment explaining how it could be made better will be highlighted in green. **(Green for growth).** Comments should be linked to the original objective of the lesson or to the success criteria agreed with the children.

With particular reference to mathematics, it is preferable to box/underline the incorrect section and then the child can redo this section as corrections. A green dot may be used to indicate incorrect calculations. Please try to discourage the erasing of incorrect answers as this leaves no record of mistakes that have been made and a possible pattern to these mistakes could then be missed.

Symbols for EYFS, Year 1 and Year 2

**\_** **Pink smiley face for good work**



Full stops (or FS) **\_** **Specify the improvement a child**

**could make eg ‘**full stops***’* in green biro will signify that the comment has been relayed to the child verbally**

**C ­\_ Capital Letter**

**Finger \_ Space needed between words.**

**T \_ Work was completed with teacher**

**TA \_ Working with a Teaching Assistant**

**I \_ Working independently**

**VF \_ Verbal feedback given**

As children mature and develop, it may be appropriate to introduce some of the symbols used in key stage 2. KS1 comments may be one word in written form in the child’s book, but elaborated verbally.

Symbols for Key Stage 2

**\_** **I don’t understand - it doesn’t make sense**

**?**

**T** **\_** **You need to talk to your teacher becaus\_** **\_** **single error/mistake**

**Bekas** **\_** **check whole word in word book or**

**dictionary**

**he was.//Next**

**\_** **new paragraph or new line e.g. for speech**

**shaftesbury** **\_** **capital letter mistake**

**\_** **punctuation (“” ! ? ., ‘ etc may be inserted)**

**P**

**the**

**in ^ car**

**\_** **you have left something out**

**incorrect** **\_** **look again**

Zig-Zag line **\_ Homophone (eg. Wear/where)**

### Rewards and Sanctions

Children are given stickers and house points for work and behaviour, which shows improvement or effort. Comments on children’s work are positive whenever possible. See the behaviour policy for further information. Children may be asked to repeat work that is not good enough. This may be at playtime or at home.

### Reporting

End of year reports are sent to parents, Assessments sheets are passed up to the next class.

Parents are invited to discuss their child’s progress with his/her teacher by appointment in the autumn and spring term. At any time a parent or teacher is concerned an appointment can be made.

### Special Educational Needs

The identification and assessment of children with special educational needs is carried out both by the class teachers and the special needs co-ordinator and supported by outside agencies. It is the role of the school to ensure that the needs of the individual are accurately assessed and to see the appropriate measures to meet these needs are taken. This may require modifications to the curriculum where all other strategies for individual support have been unsuccessful. Detailed and updated records are kept of strategies adopted and progress made.

### Equal Opportunities

As a school we seek to constantly raise awareness of gender, race and disability issues. We are aware in making assessments of the presence of bias and gender and race issues. We try to make assessments as fair as possible with minimal bias. Please refer to the Behaviour Policy for more information.

### Monitoring

Work scrutinies by subject leaders, senior leadership team, governors and the teaching staff are used to monitor and record the application of the marking policy and marking scheme. Scrutiny determines whether children have taken on board corrections and attempted to rectify their mistakes and whether comments made led to evident progress in children’s work.

Agreed on:

Reviewed:

***Equality***

*This policy should be read in conjunction with the Single Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equality of opportunity and foster good relations for all.*

How your work will be marked at the Abbey School

Your teacher will try to talk to you about your work when you have finished it, but if it is marked later these symbols may be used:

**?**

**\_** **I don’t understand - it doesn’t make sense**

**T** **\_** **You need to talk to your teacher**

**C** **\_** **Capital letter missing or used in the wrong place**

**FS** **\_** **A full stop is needed**

**Finger** **\_** **You need to have a space between each word.**

**VF** **\_** **Staff talked to you in the lesson about this work**

**Zig**-**Zag** **\_** **You have used a homophone, eg Wear/where**

**becaus\_** **\_** **single error/mistake**

**Bekas** **\_** **check whole word in word book or**

**dictionary**

**he was.//Next**

**\_** **new paragraph or new line e.g. for speech**

**shaftesbury** **\_** **capital letter mistake**

**\_** **punctuation (“” ! ? ., ‘ etc may be inserted)**

**P**

**the**

**in ^ car**

**\_** **you have left something out**

**incorrect** **\_** **look again**

## Your teacher will probably write a comment at the end of your work. The comment may be a **‘Tickled Pink’** or **‘Green for Growth’** comment. Good work and positive comments about your work will be highlighted in pink. (Tickled pink). Work which needs further improvement or a comment explaining how it could be made better, will be highlighted in green. (Green for growth). Teachers try to link their comments to the original objective of the lesson.

Comments are there for you to read and act upon. You must ask your teacher if there is anything about the work or the marking of the work that you do not understand.

**Presentation Promise for EYFS**

At school we try really hard to do our best work all of the time. We can show this when we record our work in our books.

The adults in our class will write the date and our learning objective. They will use green and pink pens so that we know how we have got on with our learning.

My Presentation Promise is that …………

* I will use a writing pencil for my work.
* I will use froggy fingers or a grip to hold my pencil so I can do my best work.
* I will begin to write my letters and words on the line.
* If I make a mistake I will put a line through the mistake.
* I will look after my book so that it is kept tidy.

**Presentation Promise for KS1**

At school we try really hard to do our best work all of the time. We can show this when we record our work in our books.

The adults in our class will share our learning objective and make the expectations for our work clear.

They will use green and pink pens so that we know how we have got on with our learning. We will know things that we have done well and areas to improve.

My Presentation Promise is ……

· I will use pencil to record in all books unless asked to use something else for a task.

· I will write on the lines in my book. I will always start next to the margin.

· I will develop a cursive style of writing, beginning my letters on the line. I will begin to join letters when I am ready to do so.

· In maths I will write one digit/symbol in each square.

· In Year 2 I will write the short date for maths and topic and the long date for English on the left hand side of the page. I will underline the date using a ruler. In Year 1 I will only use the short date and will not underline it.

· In Year 2 I will begin to write a short learning objective. In Year 1 the learning objective will be on the marking ladder provided.

· If I make a mistake I will put one neat line through it.

· In Year 2 I will draw a line after my last piece of work ready to begin the next piece.

**Presentation Promise for KS2**

At school we try really hard to do our best work all of the time. We can show this when we record our work in our books.

The adults in our class will share our learning objective and make the expectations for our work clear.

They will use green and pink pens so that we know how we have got on with our learning. We will know things that we have done well and areas to improve.

My Presentation Promise is ……

· I will use pencil to record in Maths and in English/Topic unless I have my pen licence.

· I will write on the lines in my book. I will always start next to the margin.

· I will develop a cursive style of writing, beginning my letters on the line and using the correct joins when linking letters.

· I will develop a consistent letter size so that capital letters are double the size of lower case.

· In maths I will write one digit/symbol in each square. I will leave a 1 square space from the left before I begin my work.

· I will write the short date on the left hand side for maths and the long date for English and topic. I will underline the date using a ruler. (Year 3 will develop this during the year.)

· I will write the learning objective and underline it.

(Year 3 will develop this during the year.)

· If I make a mistake I will put one neat line through it.

· I will draw a line after my last piece of work ready to begin the next piece.

Equality Impact Assessment – initial screening record



1. What area of work is being considered?

Staff, Children and Parents

Marking Policy

1. Upon whom will this impact?
2. How would the work impact upon groups; are they included and considered?

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Equality Strands*** | Negative impact | Positive impact | No impact |
| Minority ethnic groups |  | x |  |
| Gender |  | x |  |
| Disability |  | x |  |
| Religion, Faith or belief |  | x |  |
| Sexual Orientation |  | x |  |
| Transgender |  | x |  |
| Age (N/A to pre-school and school children) |  | All adults |  |
| Rurality |  | x |  |

1. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

|  |  |  |  |
| --- | --- | --- | --- |
|  | NO | YES | Uncertain |
| Minority ethnic groups |  | x |  |
| Gender |  | x |  |
| Disability |  | x |  |
| Religion, Faith or belief |  | x |  |
| Sexual Orientation |  | x |  |
| Transgender |  | x |  |
| Age |  | x |  |
| Rurality |  | **X** |  |

Does the initial screening highlight potential issues that may be illegal? YES / NO

Further comments:-

The policy is referred to on a regular basis in Staff Meeting discussions and with Parents at Parent consultations. It helps to inform judgements about Formative and Summative Assessment.

Do you consider that a full Equality Impact Assessment is required? YES / NO

Initial screening carried out by Mr Michael Salisbury

Signed *Michael Salisbury* Date: 23rd September 2019

Comment by Headteacher:

Date………………….