



# MARKING POLICY

2022-2023



## Moorpark Junior School Marking Policy

### **Approval and Review**

Committee to Approve Policy	Trust Board Committee
Date of Board / Academy Committee Approval	July 2021
Chair of Board / Academy Committee	
Signature	
Accounting Officer	
Signature	
Policy Review Period	12 months
Date of Policy Review	May 2023

Version	Date Approved	Changes	Reason for Alterations (from and to)
1	May 21	none	
2	May 22	none	



## Moorpark Junior School Marking Policy

### Purpose

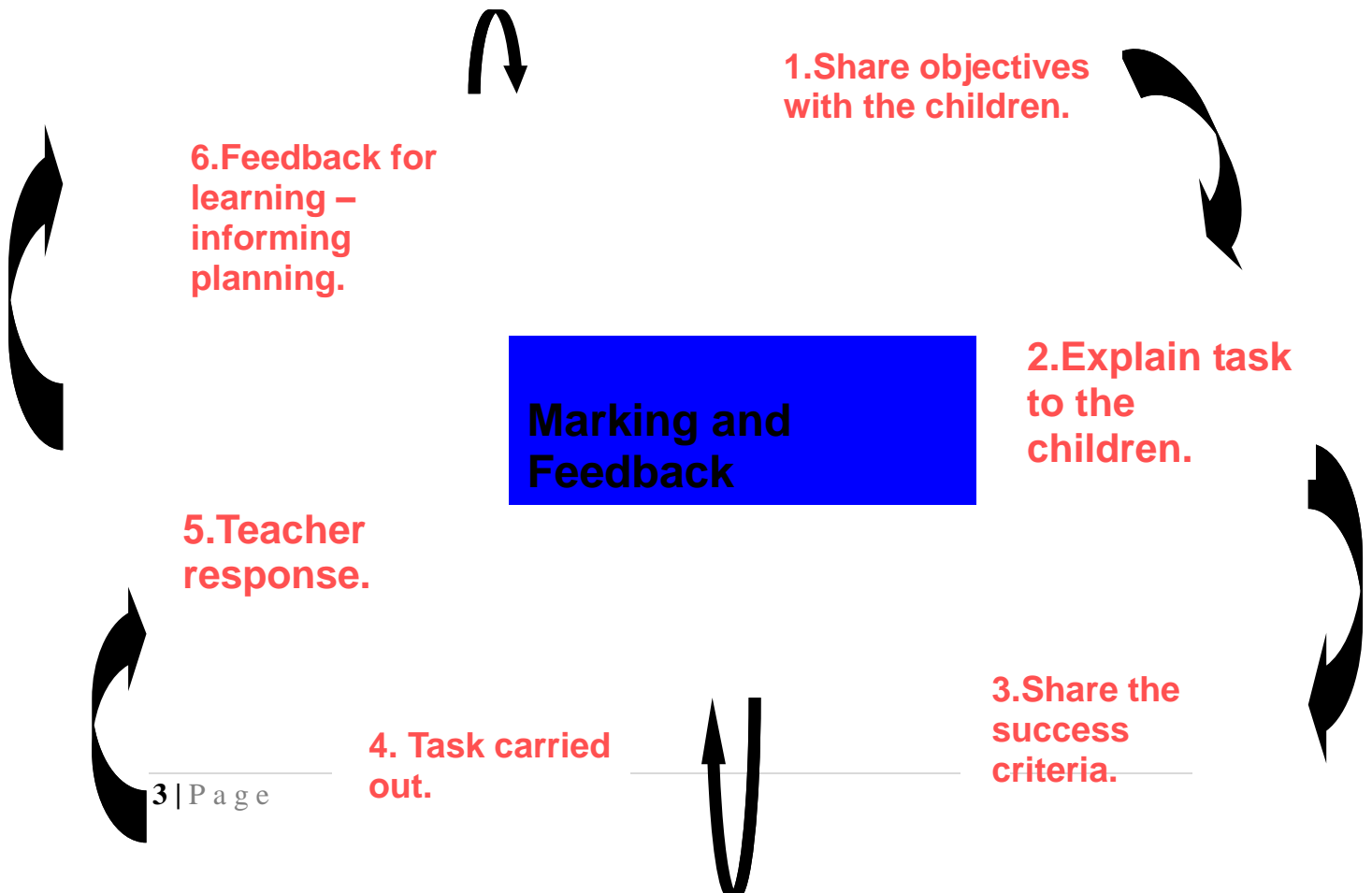
#### Key Principles

- *To know where the children are and what the next learning step will be.*
- *Children are clear about what they are expected to learn by the end of the session and how they will get there. (Lesson Objective & Success Criteria)*
- *Learning is constantly reviewed and reflected upon with the children. (Effective Feedback).*
- *Individual needs are met through differentiation (Planning).*
- *Outstanding teachers create an enabling environment which allows children to participate, flourish and grow (Relationships).*

#### Marking and AFL – Fundamental Principles

*Marking and Assessment as Learning:*

- *Should be part of **effective planning** of teaching and learning.*
- *Should focus on **how pupils learn**.*
- *Should be recognised as **central to classroom practice**.*
- *Should be regarded as a **key professional skill** for teachers.*
- *Should be **sensitive and constructive** because any assessment has an emotional impact.*
- *Should take account of the **importance of learner' motivation**.*
- *Should **promote commitment to learning goals and shared understanding of the criteria** by which they are assessed.*
- *Learners should receive **constructive guidance about how to improve and deepen their knowledge and understanding***
- *Should **develop learners capacity for self-assessment** so that they can become reflective and self-managing.*
- *Should recognise the **full range of achievement of learners**.*





## Moorpark Junior School Marking Policy

### Pupil progress

To aid the pupil in identifying how he or she may improve and progress and to encourage them in their work.

### Formative assessment

How well the children have learnt in each lesson to inform future planning.

### Summative assessment

To make a judgment on attainment and to inform future support and extra intervention.

The principles of effective feedback:

- Children must know the purpose of the task
- They must know how far they've gone towards achieving it
- Then they need to know how to move closer to the desired goal
- Marking should relate to the learning objective
- It should aim to close the gap by giving specific recommendations
- Time should be given for improvements to be made
- Quality feedback dialogue between the teacher and the pupil which...
  - A) focuses on learning objective / success criteria
  - B) lets the learner know how well they've achieved
  - C) lets the learner know what they need to do to improve or extend learning
  - D) lets the learner carry out improvement on the work or revisit the skill or apply their learning

### **Different types of marking**

#### Deep Marking

- This strategy involves the teacher identifying where improvements can be made and then providing a variety of differentiated support techniques in order to enable children to make these improvements
- The child's work is marked thoroughly.
- Deep marking will happen for every child at least twice a week by the teacher.
- All deep marking should be followed up by the child in reflection time. This marking provides quality feedback and dialogue.
- Every mistake is a learning experience.

#### Children:

- Are eager to look at their marked work and motivated to make improvements.
- Take more notice of the success criteria, knowing their work will be marked against it.
- Improve their repertoire of skills by focusing on one thing at a time.

#### Teachers:

- see evidence of improvement in written work, oral work, self-esteem and motivation.
- Find marking has a clearer purpose.
- Focus on the learning intention more specifically.
- Feel that time spent marking is more productive.
- Spend less time marking in total!



## Moorpark Junior School Marking Policy

### Success and Improvement Model

Show success

Indicate improvement

Give an improvement suggestion

Pupil makes the improvement

Pupils will get lots of verbal feedback

a dot will be used to identify a mistake to check and correct

a tick will show that the answer is correct.

See appendix 1 for examples of detailed comments to give an improvement suggestion.

### Light touch marking

- This is marking to gain information about how a child has made progress and inform them of the next steps- used for future planning. Again this should be followed up in reflection time. This marking indicates what the child needs to do to improve.

Much of the work can be 'hot marked' in lessons by the teacher or TA.

All work should be marked by the teacher or TA in two different colours. One colour for success and one colour for next steps.

Success = great green

Improvements = reflection red

### Self/ peer assessment

- The purpose is that it aims to help children to recognise their success and progress.
- Pupils use highlighting or underlining of VCOP
- vocab = red, Connective = green, Openers = blue and punctuation = yellow
- Self-assessment against the success criteria alongside the highlighting or underlining to identify their own gaps for the next step.

Marking symbols will be used consistently throughout the whole school and these will be displayed in the classroom and be available at close hand for the children on their desks who require it (see Moorpark marking symbols and mini marking symbol display).

Every piece of work will be marked by either the teacher, a TA or through self and peer assessment with a teacher mark to show this has been read by the teacher.

At least two pieces of literacy, topic or big write and two pieces of maths per week will be deep-marked in detail by the teacher for every child.

Children will be given planned time to review the comments for next steps and develop the suggestions.



## Moorpark Junior School Marking Policy

This time may be planned during skills sessions in the first morning session or as part of a lesson where it will impact on the learning in the rest of the lesson but **must** be carried out within 24 hours.

Differentiated success criteria checklists should be used to support expectations for the learning in a lesson and for the children to use in self and peer assessment.

### **Literacy:**

The marking of spellings has a differentiated approach, these are as follows:

- SEND – Spelling is given following SOS guidelines (up to a maximum of 5)
- Supported – The spelling will be underlined and indicated with ‘sp’. The pupil will be expected to correct the spelling mistake using a dictionary or spellchecker and record underneath the piece of work (up to a maximum of 5)
- Independent – ‘sp’ will be written at the end of the line on which the mistake occurs. The pupil must locate and correct and record underneath the piece of work.

All technical spellings related to current topics should be displayed and therefore spelt correctly by all pupils. These are then considered ‘non-negotiable’ and it is an expectation that these will be spelt correctly.

Stickers/stampers/ smiley faces/ stars or ticks will be recorded by a piece of work to show that a target has been met and also to show success in the standard of work produced.

Success comments should refer to the learning objective. (see appendix for examples)



## Moorpark Junior School Marking Policy

### APPENDIX examples of written comments

#### Success comments

Written comments should consolidate objectives met e.g. great 2A sentences or well-chosen vocab for emotions – the success will be ticked in green.

There may be success comments throughout a marked piece of text and not just at the end.

Accurate X10 x100

Success comments may also refer to effort but not alone.

Next steps comments – are written in red and must move learning forward (children will be given the opportunity to demonstrate improvements or corrections).

You have done well to make sure your characters talk to each other, remember “” new speaker new line – rewrite the last few lines of speech remembering this rule.

Good try with your multiplication grids, can you learn your 6 times table especially 6x7? Then ask a friend to test you.

Can you find 3 different words for said and try them out in one of your sentences?

#### **Open question :**

“I’m thinking of a number. When I round it to the nearest ten I get 460. List the numbers I could be thinking of.”

“I have two 1-10 dice. What numbers could be thrown with each dice to total 15?”

#### **Finish the sentence:**

Can you finish this sentence and give a number sentence as an example? When you divide by 10, the digits....”

“If a whole turn is 360° then half a turn is..... because...”

“2D Shapes with 4 sides are called .....”

“Capacity can be measured in ....., ....., ....”

A 3D shape with both curved and straight sides could be a ....., a .....or a.....”

#### **Question requiring an explanation.**

Brilliant but 9 and 15 are not prime. Do you know why?

Can you write your own two step word problem and test the teacher?

#### **Reminder Prompt**

e.g. Say more about . . .

e.g. Explain why you think this . . .

#### **Scaffolded Prompt**

Provides more structure to improve the work.



## Moorpark Junior School Marking Policy

- e.g. A Question - Can you explain why ?
- e.g. A Directive – Please check your answers by.....
- e.g. An Unfinished Sentence – The numbers in the sequence are.....

### Useful Phrases;

- *I was pleased with the way you....*
- *Now I would like you to....*
- *Can you explain why....*
- *I can see that you can.....*
- *To make your work even better you need to ...*

<b>L.O. “To be able to write effective long sentences.”</b>
<b>Feedback: “You need to improve these two long sentences.”</b>
<b>Detail: “Improve these two long sentences by using some short noun phrases, such as “thin blue lips”, “grating voice” or similar.</b>

Prompt	Suitability	Example:
<b>Reminder</b>	<b>Most suitable for brighter children. This simply reminds the child of what could be improved</b>	<i>Reminding a child to adjust when using "add 20 -1" to calculate "add 19"</i>
<b>Scaffolded</b>	<b>Most suitable for children who need more structure than a simple reminder. This provides some support, it could be a question or perhaps an unfinished question.</b>	<i>A comment like: you've added 20 but you wanted to add 19. What do you need to do now? ("add 20 -1" to calculate "add19").</i>





## Moorpark Junior School Marking Policy

<b>Example</b>	<p><b>Extremely successful with all children, but especially with average or below average children. This prompt gives children options to choose from.</b></p>	<p><i>A worked example on the number line showing a jump forward of twenty and a jump back of one to model leaving 19 when using "add 20 -1" to calculate "add19".</i></p>
----------------	---	--

Other subjects

Success and next steps should relate to the learning objective. However, corrections of writing, spellings or mathematical skills should be consistent in all written work to consolidate application of skills across the curriculum.

### **Success criteria:**

There are two types of success criteria that we use.

1)

**Monday 12<sup>th</sup> January**

**LO: to ...**

<u>Success Criteria</u>	<u>Self</u>	<u>Peer</u>	<u>Adult</u>
B:			
S:			
G:			
P:			

This type is used in all lessons except for English. There may be instances when it is used with dual objectives in Science or Topic.

2) The second type of success criteria is used in English.

**Thursday 12th February 2015**

**LO:**

Bronze		Silver	
Self/Peer	Teacher	Self/Peer	

**Thursday 12th February 2015**

**LO:**

Silver	Gold



## Moorpark Junior School Marking Policy

Self/Peer	Teacher	Self/Peer
-----------	---------	-----------

**Thursday 12th February 2015**

**LO:**

Gold		Platinum	
Self/Peer	Teacher	Self/Peer	