



PARK GROVE SCHOOL



Marking and Expectations Policy

INTRODUCTION

Marking is an integral part of feedback to pupils and good quality marking will enhance children's learning and lead to raised standards.

AIM

Marking should be meaningful and help pupils to understand the next steps needed to make progress.

OBJECTIVES

- All recorded work will be acknowledged with a comment.
- Marking will raise standards by praising children for what they did well and giving feedback on what they need to do to improve.
- Children will be given time to respond to marking, which will then be checked by the teacher.

GENERAL CONTEXT

Every piece of work should be marked and marking should be in green pen and written using the school handwriting script.

Work should be stamped if it is 'Independent'. (Unsupported by an adult).

- Stickers and stamps are encouraged to go alongside teachers' marking and these can be purchased from key stage budgets.

Years 1-6

ENGLISH and MATHS

Focus marking (in depth marking)

- At least one piece of work a week should be focus marked.
- All other work should still be marked with a comment which is addressed to the child.
- Three spellings should be picked out for the children to correct and write three times. When possible this should take place in the margin next to the incorrect word. Children should correct their spellings using blue pen.
- Highlighters should be used for 'Go Green' (things the child has done well) and 'Think Pink' (things to think about for next time). Teachers should highlight in the children's work: 2 - 3 things - Green, 1 - 2 things - Pink.
- 1 green and 1 pink teacher comment should be written at the bottom of the piece of work.
- Green – Acknowledge progress.
- Pink – Improvement time/next steps.

Acknowledgement marking

- All other work should be acknowledged with a comment.

AfL with notes for improvement

- Peer marking with discussion/comments /stars and wishes.
- Please use sky blue for self-assessment, purple for peer assessment.
- Please note, self-peer marking should still be acknowledged with a teacher comment.

OTHER SUBJECTS

- Marking should be a comment linked to the objective.
- One piece of focus marking should take place every half term (minimum).

Response to marking/improvement Time

- Time must be built in for children to respond to marking/ make improvements.
- This is flexible but may be a few minutes at the beginning of each lesson or in early bird. Time could also be given during the 2 days where no recording is required in books.
- Children must initial the comments once they have read and/or acted on them.
- Children should comment as well as initial the marking. It is absolutely essential that the marking is used to help the children make progress, their response to marking should reflect this.
- All children's comments as well as correcting spellings, editing and redrafting should be written in blue pen.

EYFS (Reception)

- All recorded work completed in focused group sessions will be acknowledged with a comment.

ENGLISH and MATHS

Focus marking (in depth marking)

- At least one piece of work a week should be focus marked. (See Y1 – 6).
- Comments should be read to the children and they should be supported in completing next steps activities.
- All independent work (e.g. writing carried out in the writing corner) should be dated and annotated if it is to be added to the children's files.

Verbal Feedback

- All marking should be discussed verbally with the child during the task or upon completion.
- Children in reception should be told what they have done well and how the work could be improved upon.
- Marking should be written formally so it can be revisited by other adults to encourage children to work on their next steps.

OTHER SUBJECTS

- Marking should be a comment linked to the objective.
- One piece of work per half term should be focus marked and discussed with the children (one in the topic book and one in the Science book).

Response to marking/improvement Time

- All comments should be discussed with the children.
- Simple 'improvement time' may be given such as – “please make sure you form the letter a correctly”.
- Children can have a go at improvements in blue pen.

Expectation of work in books

Years 1-6

English books

3 days

3 pieces of written work minimum per week. This should be real writing rather than skill based activities (e.g. a story opener, a poem, a play script, a letter). All skills can be taught through real writing. Dictionary work, worksheets, spelling work is not included in the 3 days and should not be added to the books.

2 days

Two days can be used for practical activities, skills such as grammar and spelling, drama, drafting, responding to marking etc. Work does not need to be recorded in the children's books. This gives the flexibility of extending writing sessions to take place over two days.

Exciting writing – 1 x every 2 weeks. This should be an extended piece of writing (independent).

Books will be regularly monitored by the English Subject Leader team and SLT.

Maths books

3 days

There should be at least 3 pieces of recorded work each week (not worksheets). Templates may be used as appropriate e.g. table to complete or a graph axis.

2 days

Two days can be used for practical activities, learning new skills, whiteboard work etc. Work does not need to be recorded in the children's books.

Books will be regularly monitored by the Maths Subject Leader and SLT.

Maths assessment tasks – 1 x every 2 weeks focussing on one or two objectives.

Science books

A minimum of one recorded written piece of work per week.

If a worksheet is used, this should be in addition to the recorded piece, not instead of.

Photographs of practical work are recommended and should be in addition to the weekly written piece.

Foundation Subjects books

A minimum of one recorded (written) piece per week.

If more than 2 subjects are taught (e.g. RE and geography) there should be a piece of recorded work or a learning objective and explanation for each subject.

Reading journals

The reading journals should only be used for guided reading activities. All other work should go into the English books. However, if skill based worksheets are used in early bird/reading time, they should not go into the English books. English books should only include high quality pieces of work. Reading journals should be marked with a tick and comment but do not need to be focused marked.

Reading Records

- EYFS/KS1 there should be a comment by the teacher every week. A TA comment would be in addition to this.
- KS2 there should be a teacher or TA comment each week.

EYFS (Reception)

English section of the files

5 days – 4 direct teaching sessions

1 piece of written work minimum per week. This should be real writing rather than skill based activities (e.g. a story opener, a poem, a play script, a letter). All skills can be taught through real writing. Children should also be encouraged to complete an independent writing task in provision.

Exciting writing – x 1 each half term. This should be an independent piece of writing which can be assessed to show a current level of development

‘Wonderful Work Folders’ will be regularly monitored by the English Subject Leader team and the SLT.

Maths section of the files

5 days – 4 direct teaching sessions

There should be at least 1 piece of recorded work each week. When the task is practical (or where appropriate for the specific child) photographs and a written observation can be entered into work folders as a form of evidence.

Children should also be encouraged to carry out independent mathematical activities in provision. Recorded evidence of this, or written observations and photographs should be kept in the child’s work folder.

Other subjects

When a recorded piece of work is completed on a topic area it should be marked with a comment .

Reading journals

The reading journals should only be used for guided reading activities. If reading journals are used as follow up work for more able readers they should be marked with a tick and comment but do not need to be focused marked.

MONITORING & EVALUATION

Implementation of this policy will be monitored by the subject leaders through book scrutinies.

LINKED POLICIES

Maths Policy,

English Policy,

Homework Policy,

REVISED BY: J. Sawyer

DATE: June 2016

NEXT REVIEW: June 2018