



Tiverton Academy

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# **Marking Policy**

**2022-2023**

## Marking Policy

This policy gives guidance to staff on the purposes of marking and our procedures to help ensure that feedback to children at Tiverton Academy is both consistent and effective.

### What is marking?

Marking is one of the ways teachers can find out how a student is progressing, and thus plan future teaching based on what she or he finds in the marking. And of course it provides acknowledgement to the student of the work they have done.

The most valuable part of this process is the feedback – for the teacher and for the student.

### Introduction

Marking and feedback are **fundamental elements** of the assessment of children's work, helping children become reflective learners and closing the gap between current and desired performance.

This policy will:

- Promote high quality feedback throughout the school
- Provide an approach to marking that is both manageable and effective
- Standardise the schools' approach to marking and feedback

### Aims

Effective marking and feedback:

- Provides a dialogue between teachers and children
- Gives children clear strategies on how they can improve their work.
- Provides a tool for teacher assessment – diagnostic, formative or summative
- Helps the teacher to evaluate teaching and inform planning
- Positively reinforces children's achievement and efforts
- Celebrates success whenever possible in order to raise self-esteem and encourages all children to work to their full potential.

### Marking & Feedback

1. Marking will be against the learning objective/success criteria
2. Any learning points / misconceptions will be addressed.
3. Pupils will have the opportunity to reflect on their feedback and question comments.

### The following pens will be used

	<b>Task</b>
<b>Pencil for Infants / pencil (pen when awarded) for Juniors</b>	<b>Pupils work</b>
<b>Black or blue pen</b>	<b>Teacher feedback</b>
<b>Purple pen</b>	<b>Response to teacher feedback/editing</b>

## Types of Formative Marking & Feedback

### In-Depth Teacher Marking

This should include quality written teacher feedback, identifying what has been achieved in the lesson.

Teachers identify at least two positives and a next step comment to move pupils on.

### Verbal Feedback

Verbal feedback is a valuable form of formative feedback. This type of feedback may be used more frequently due to the nature of the subject. For example in design and technology, art, music and physical education the most effective feedback is often verbal.

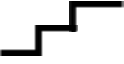

### Using Whole School Codes

It is not necessarily expected that staff correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. In the lower school, or for less able learners, it will be necessary to write the correct version for the learner. As learners gain confidence and knowledge, they should be able to identify and correct their own mistakes.

From Key Stage 2 onwards, all staff should use the whole-school marking codes – where applicable.

Time should be built into subsequent lessons to allow learners to review their strengths and targets and respond to the feedback they have been given.

Code	Explanation
<b>Sp</b>	Spelling mistake
<b>LO√</b>	Achieved the learning objective
<b>LO ½</b>	Achieved mostly
<b>LO not yet met</b>	The learning objective has not been achieved. It is important to use the correct vocabulary <b>not yet met</b> to indicate that there is scope to achieve this in the future.
<b>T 1:1 (teacher to student ratio) TA 1:1</b>	To identify the number of pupils supported within the group. This could be beside a paragraph or at the end of the finished piece. Assume the work is independent if not identified.
<b>VF</b>	Verbal feedback – identify specific area if applicable

	Next step (gap tasks) comments to be identified with a 'step to success' symbol highlighted in amber.
	When the pupil has completed the next step, the teacher will tick through the 'steps to success' symbol to show it has been completed successfully.
<b>ST</b>	Supply Teacher

**Please note:** errors in pupils' work are noted with the use of a dot rather than an X.

### Early Years

<b>Codes</b>	<b>Explanation</b>
I	Independent words or sentences to be annotated on the side.
T or TA support with ratio Eg: T 1:1	To identify the number of pupils supported within the group. This could be beside a paragraph or at the end of the finished piece.
Tapestry	Evidence uploaded onto tapestry by teachers and support staff.

### Interventions

T 1:1 and teacher initials Eg. <b>T 1:1 FA – Interventions</b>	If teachers or support staff work with an intervention group the piece of work must state the level of support (ratio) and initials of the teacher working within the group or child.
Red dots on front of books (stickers).	Red stickers identify those pupils that are pupil premium.
SEN	Write or stick ITP targets next to applicable pieces of work.

## Light Touch/Acknowledgement Marking

Teachers will acknowledge all work variously through the use of ticks, teacher initials, simple literacy corrections and/or brief attainment based comments.

## Highlighting

**Green** – at least two child specific targets that have been achieved

**Amber** – This identifies a closing the gap prompt/next steps where further thinking/action is required. This can occur as a reminder or scaffold prompt. Amber will also identify any spelling next steps within the piece of work.

**Yellow** – highlighted pieces of work that are a greater depth standard.

## Next Steps:

**Reminder prompt:** the simplest form of prompt and refers back to the learning objective/success criteria

**Scaffold prompt:** provides further support. This may take the form of a question

**Example prompt:** this is the most detailed support and gives children examples from which to choose

### Eg. LO: to use adjectives to describe

#### Reminder prompt:

You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster he is?

#### Scaffold prompt:

What kind of monster was he? Change 'bad' for a word which makes him sound scarier. He was a ..... monster. With teeth like.....

#### Example prompt:

Instead of the word 'bad' you could use:

Terrifying

Ferocious

Spine-chilling

### Eg. LO: To identify the calculation needed to solve a problem

#### Reminder prompt:

You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

#### Scaffold prompt:

3 bags of sweets at 25p each. Instead of  $25+25+25=$  You could do  $25 \times ? =$

#### Example prompt:

6 bricks at 10cm high. Instead of the repeated addition you could try multiplication -  $6 \times 10 =$  or  $10 \times 6 =$

Mastery – GDS  
Highlighted in  
yellow

2 9 0 0 . 1 7

Multiplication ~~Practice~~ Mastery

$$\begin{array}{r} 1) \quad 4295 \\ \times \quad \quad 27 \\ \hline \end{array}$$

$$\begin{array}{r} 30065 \\ + 85900 \\ \hline 115965 \end{array}$$

5

$$\begin{array}{r} 2) \quad 671 \\ \times \quad \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2684 \\ \times \quad \quad 5 \\ \hline 45170 \end{array}$$

5

$$\begin{array}{r} 3) \quad 9034 \\ \times \quad \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 45170 \\ \times \quad \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 936 \\ \times \quad \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3744 \\ \times \quad \quad 4 \\ \hline \end{array}$$

?

$$\begin{array}{r} 5) \quad 3167 \\ \times \quad \quad 13 \\ \hline \end{array}$$

$$\begin{array}{r} 9501 \\ \times \quad \quad 670 \\ \hline \end{array}$$

$$\begin{array}{r} 41171 \\ \times \quad \quad 29 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 7205 \\ \times \quad \quad 29 \\ \hline \end{array}$$

$$\begin{array}{r} 64845 \\ \times \quad \quad 100 \\ \hline \end{array}$$

$$\begin{array}{r} 208945 \\ \times \quad \quad 626 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 626 \\ \times \quad \quad 73 \\ \hline \end{array}$$

$$\begin{array}{r} 1942 \\ \times \quad \quad 42 \\ \hline \end{array}$$

$$\begin{array}{r} 46290 \\ \times \quad \quad 0 \\ \hline \end{array}$$

Next step tasks  
highlighted in amber

LO highlighted in  
green when  
learning objective  
achieved.

men done Ruxshan - great strategies and explanations.

next:- try one questions you missed out.

Dear Landlord,

It hurts to write this letter but I have to tell you ~~this~~ what I have witnessed - before my eyes.

Earlier this morning, when I was looking after the horses <sup>and</sup> out of my own eyes, I saw a tall person on a horse, dark in the shadow of the purple moonlight. I couldn't actually see who it was but as it came closer it seemed like the Highwayman. My heart stopped beating - is he is he coming to attack us? quickly, I let up the horses ready to run over to the old inn door (to warn Bess) but suddenly Bess leapt up out of the window and smiled at the figure as he approached. Within a couple of seconds he was tapping at her window and it was <sup>as</sup> if Bess was waiting for him all morning. <sup>whilst</sup> whispering, I had heard the Highwayman declare that he would be back with gold tomorrow morning.

As you

As you can imagine I was <sup>absolutely</sup> absolutely horrified what I heard - your daughter was whispering sweet love messages to an outlaw.

Mr Landlord this cannot continue, the man is a Criminal and must be caught and therefore I

Highlight positives with a green pen.

Highlight spellings that need practising

I will not stand anywhere an innocent young girl fall in their dangerous hands. ✓

your faithfully

Tim

no mostly

Well done Tyler, a good structure to your letter.

✓ fronted adverbial

✓ parenthesis

✓ Please go back and check your next steps that are highlighted



Next step highlighted.

Missing fill step:

Jack and Thomas lead~~d~~ Freddie home to Mrs Eberly's house when they arrived Mrs Eberly said what's this Jack said that's the ballux happily said Jack Mrs Eberly gave Jack the ballux he rushed back to the museum where Lewis Porter would be Lewis<sup>Porter</sup> had a dinner-mas smile Lewis Porter shook Jack's hand he heard something keeping it was his watch he got sucked into his bedroom what a Mission said Jack to Wizzy Jack heard a shout it was his mom she said Jack have you finished your home work it's time to brush your teeth. ✓

Next step highlighted.

Put in the inverted commas to show this speech.

Next step highlighted.

Solving missing number problems with bar modelling

30  
B0

1) 3) 623 + 30 = 653 ✓  
 1) 4) 158 + 40 = 198 ✓  
 1) 5) 977 - 60 = 917 ✓  
 1) 6) 284 - 20 = 264 ✓  
 1) 7) 59 + 26 = 85 ✓  
 1) 8) 34 + 79 = 113 ✓  
 1) 9) 95 - 67 = 28 ✓  
 1) 0) 132 - 73 = 59 ✓

1) 7) 96 + 847 = 741 ✓  
 1) 8) 38 + 178 = 216 ✓  
 1) 9) 461 - 546 = 85 ✓  
 1) 0) 824 - 891 = -67 ✓

2) 1) 24 = 3159 ✓  
 2) 2) 78 = 8303 ✓  
 2) 3) 32 = 2475 ✓  
 2) 4) 75 = 6912 ✓

1) 1) 526 + 200 = 726 ✓  
 1) 2) 443 + 400 = 843 ✓  
 1) 3) 708 - 600 = 108 ✓  
 1) 4) 935 - 900 = 35 ✓

1) 0) 19) 461 - 376 = 85 ✓  
 1) 1) 20) 824 - 757 = 67 ✓

1) 3) 10 + 690 = 1000 ✓  
 1) 8) 50 + 150 = 1000 ✓  
 1) 1) 000 - 380 = 620 ✓  
 1) 1) 000 - 30 = 970 ✓

1) 1) 476 + 6 = 1482 ✓  
 1) 3) 199 + 8 = 3207 ✓  
 1) 9) 735 - 9 = 9726 ✓  
 1) 4) 625 - 5 = 4647 ✓

LOmost (I)en

Use bar modelling to check reasonable size.