Tiverton Academy

Marking Policy

2023-2024

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

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

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
Sp	Spelling mistake
LO√	Achieved the learning objective
LO ½	Achieved mostly
LO not yet met	The learning objective has not been achieved. It is important to use the correct vocabulary **not yet met** to indicate that there is scope to achieve this in the future.
T 1:1 (teacher to student ratio) **TA 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. Assume the work is independent if not identified.
VF	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.
ST	Supply Teacher

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

Early Years

Codes	Explanation
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. **T 1:1 FA – Interventions**	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

– 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 25x ? =

Example prompt:
6 bricks at 10cm high. Instead of the repeated addition you could try multiplication - 6x10= or 10x6=

29.09.17

Multiplication Revision **Mastery**

```
1)    4 2 9 5              2)    6 7 1        3) 9 0 3 4          4)    9 3 6
   ×      2 7                 ×       4           ×      5            ×        4   ×
   3 0 0 6 5    (5)          2 6 8 4         4 5 1 7 0           4 4  2  4
 + 8 5 9 0 0                            (5)                                   ?
 1 1 5 9 6 5  ✓

5)    3 1 6 7            6)   7 2 0 5         7)        6  4
   ×      1 3               ×       9           ×         7 3
     9 5 0 1               6 4 8 4 5             1 9   4 2
   3 1 6 7 0             1 4 4 1 0 0           4 6 2 0  0
   4 1 1 7 1             2 0 8 9 4 5
```

Well done Rukshan – great strategies and explanations.

Next: Try one question 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 ~~out~~ **and** 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 seem like the Highwayman. My heart stopped beating is he is he coming to attack us? quickly, I led up the horses ready to run over to the old inn door (to warn Bess) but suddenly bess leaned 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 if bess was waiting for him all morning whispering, I had heard the Highwayman declare that he would be back with gold tommora morning.

As you

sp:
1) stopped
2)
3)

whilst

absolutely

As you can imagine I was ~~absolutly~~ **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

sp:
1)
2)
3)

I will not stand anywhere an innocent young girl fall in them dangourus hands.

your faithfully

Tim.

mostly

well done Tyler, a good structure to your letter.
✓ fronted adverbial
✓ parenthesis

☐ Please go back and check your next steps that are highlighed

Jack and Thomas leaded Freddie home to Mrs Eberly's house when they arrived Mrs Eberly said what's this Jack said thats the ballux happily said Jack Mrs eberly gave Jack the ballux he rushed backs to the museum where Lewis Porter would be Lewis had a ginor-mas smile Lewis porter shook Jacks hand he heard something beeping 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 homework it's time to brush your teeth." ✓

Missing full stop.

✓ Put in the inverted commas to show this speech.

Solving missing number problems with bar modelling

3 0
B 0

13) 6 2 3 + 3 0 = 6 5 3 ✓
14) 1 5 8 + 4 0 = 1 9 8
15) 9 7 7 − 6 0 = 9 1 7 ✓
16) 2 8 4 − 2 0 = 2 6 4 ✓

17) 9 6 + 8 4 7 = 7 4 1 •
18) 3 8 + 1 7 8 = 2 1 6 ✓
19) 4 6 1 − 5 4 6 = 8 5
20) 8 2 4 − 8 9 1 = 7

17) 5 9 + 2 6 = 8 5 ✓
18) 3 4 + 7 9 = 1 1 3 ✓
19) 9 5 − 6 7 = 2 8 ✓
20) 1 3 2 − 7 3 = 5 9 ✓

21) 2 4 5
22) 7 8 0
23) 3 2 7
24) 7 5 1

1 5 9
3 0 3
4 7 6 ✓
9 1 2 ✓

21) 5 2 6 + 2 0 0 = 7 2 6 ✓
22) 4 4 3 + 4 0 0 = 8 4 3 ✓
23) 7 0 8 − 6 0 0 = 1 0 8 ✓
24) 9 3 5 − 9 0 0 = 3 5 ✓

19) 4 6 1
3 7 6 8 5

4 6 1
−   8 5
3 7 6 ✓

20) 8 2 4
7 5 7 6 7

8 2 4
−   6 7
7 5 7 ✓

Almost ①

C
31) 0 + 6 9 0 = 1 0 0 0 ✓
28) 5 0 + 1 5 0 = 1 0 0 0 ✓
1) 0 0 0 − 3 8 0 = 6 2 0 ✓
21) 0 0 0 − 3 0 = 9 7 0 ✓

✓ Use bar modelling to check reasonable size

1 4 7 6 + 6 = 1 4 8 2 ✓
3 1 9 9 + 8 = 3 2 0 7 ✓
9 7 3 5 − 9 = 9 7 2 6 ✓
4 6 2 5 − 5 = 4 6 4 7 ✓
6 4 + 2 3 7 = 3 0