
THE CAREY FEDERATION



MARKING POLICY

January 2023

Rationale:

To ensure that all children have their work marked in such a way that will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children and parents about progress.

The core aims of the marking of children's work are:

- To provide opportunities to give praise and encouragement and to show we value their work.
- To motivate children to want to produce high quality work and make progress.
- To reinforce the high standard being aimed for.
- To teach children to recognise what they do well.
- To help children to improve their work through the setting of challenging, but achievable tasks
- To allow children to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, but then good to learn from and remedy them.
- To see if teaching has been effective and inform the next steps of planning.
- To provide a record of past interactions for outside audiences.
- To ensure a consistency of approach throughout the whole school.

Good marking occurs when it is:

- Clearly related to the aims of the lesson
- Meaningful for the individual child
- Used to inform future planning and assessment
- Positive and constructive, with appropriate praise given
- Encourages a dialogue between adult and child. In the Carey Federation, we refer to this as "pupil voice."

Why mark?

- To find out what children can do;
- To see if children have understood work;
- To ascertain standards;
- To improve progress and raise standards
- To develop pupil's self confidence
- To develop pupil's understanding of their progress
- To develop pupil's understanding of how to "level up" their work

When to Mark?

- At least at the completion of a piece of work;
- As work is in progress so children get immediate feedback and can develop their work accordingly.

How to Mark:

In the Carey Federation, all work must be marked. There are times when a tick to show that the work has been seen, is sufficient. At other times, work will be marked in greater depth, this may be with the child within the lesson. English and Maths book are expected to be marked, in depth, at least twice a week.

The marking comments of Teachers and Teaching Assistants will reflect the lessons' learning objective. The exception to this are additional comments on presentation or spelling accuracy (based on the individual child's ability). All pieces of work will indicate if completed independently.

Spellings and how/when to mark them can create difficulties. As a general rule, Teachers and Teaching Assistants should underline the incorrect spelling and write the correct version so the child can see it, (usually in the margin). In work where there are many incorrect spellings, professional judgement is required in determining how many to correct so as not to de-motivate the child. Where appropriate an incorrect spelling may be identified, but will be left for the child to find the correct spelling and write it.

The attached marking symbols are used across the Federation and will be discussed with the children. Only green pen is used for marking – this will develop continuity across the Federation and encourage children to look at and understand markings in green pen. Pupil response to learning and marking, which promotes self-editing and correcting of their work will be written in red;

Tasks will be used, where appropriate, to support on-going assessment and ensure significant progress. Tasks will be set once a week in English and Maths. Children are given appropriate time to complete tasks, which pupils will respond to in red. Tasks can range from asking a child to practise a letter formation or spelling to rewriting a section of their work or explain their understanding. In English the symbols: double tick, question mark or SP can be used with the children to show which task needs to be done.

Marking Remotely

In a traditional classroom setting, teachers naturally get more facetime with pupils, this allows them to gauge pupils' progress and offer frequent feedback accordingly. The same cannot be said about online classes because the interaction is limited.

Therefore, across the Federation, we have thought carefully about the way we provide effective feedback through our remote learning platform Class Dojo. We are also mindful of staff work-life balance and have also taken this into account.

For isolating pupils, lockdowns or bubble closures:

We understand that feedback should be timely and given as soon as possible, ideally by the end of the working day if practically possible. Teachers will respond with a combination of:

- Acknowledging praise comments e.g. 'I enjoyed reading this', 'Good use of your phonics' and
- Clear and actionable comments

In addition:

Children and parent/carers may respond to these comments. As part of their feedback, work can be returned for editing and or if corrections are needed

On occasion, if the child is finding an aspect of their learning particularly challenging a Teacher or TA will upload a short video and or make a telephone call to support the child.

For homework submitted via Class Dojo

Likewise, feedback should be timely and ideally given before the next piece of homework is set. Although some teachers will choose to respond to work as soon as it is submitted, they are only expected to respond, once the deadline for submission has been reached. Teachers will respond with a combination of :acknowledging praise comments e.g. 'I enjoyed reading this', 'Good use of your

phonics' and clear and actionable comments. If children have found the homework challenging, the teachers will address this in the lesson.

Pupil Self-Assessment

In the Carey Federation, self-assessment plays a feature in our marking policy, both children and teachers will assess a learning objective at the end of a lesson by writing LO: Asterix, tick, double tick to confirm understanding, children's responses are in red, teachers in green. Pupils in EYFS colour in a face to show their understanding.

The method of highlighting work is used by teachers and children. This is referred to as 'Get Better Green' and 'Proud Pink'. If highlighting is evident in a workbook it has been completed by a pupil in response to their learning. This will further encourage dialogue between adult and child to support assessment and support our aim of the pupils being fully involved in how to improve their work. Teachers will only highlight assessment pieces of work to show progress against the success criteria and statutory spelling words.

In English, the use of the success criteria allows teachers and pupils to clearly understand their objectives for a given unit of work. They are completed after the elicitation task: targets are highlighted in yellow and at the end of the unit will be re-highlighted in pink or green. Success criteria are stuck into the English book so they can be referred to throughout a unit of work, by the teacher and the child.

Use of Carey Federation Marking Policy in Action:

















Across a week in an English and Maths book there will be:

- Clear learning objectives and dates
- Evidence of pupil self evaluation of learning objective
- Evidence of teacher assessment against learning objective
- Evidence of success criteria
- Evidence of 1 task and pupil response to learning
- Evidence of marking policy symbols being used
- Positive comments



In elicitation and application books there will be:

- Evidence of teacher highlighting
- Deeper marking
- Evidence of assessment

The Carey Federation Marking Symbols

	Good section / work		Peer Marking
	Excellent section work		Guided
	Unclear / don't understand		Independent
	Child Initiated		Supported
	Adult Directed		Verbal Feedback
	Task - ? Explain what's wrong SP Correct the spelling		Explain what you've done
House point 			
LO:   			

English Writing Symbols:

	Spelling mistake		Insert paragraph
	Punctuation missing		Word or letter missing
	Incorrect use of capital		Letter / punctuation not needed