



Hartwell Primary  
School

## Marking Policy

Hartwell Primary is a Voluntary Controlled academy and, recognising its historic foundation, works to preserve and develop its religious character in accordance with the principles of the Church of England. This includes the active promotion of British values and the respecting of those of other faiths or none.

**Agreed by Governor: October 2017**  
**Review date: October 2020**

## Hartwell Primary School

### Policy for Effective Marking

Marking has essentially two functions: to provide an assessment record and to provide feedback to the child. It can take place with the child or as distant marking. Marking and how marked work is followed up with the child, can play a further part in involving the child to improve and move forward.

The child must first know the purpose of the task and then how far this was achieved, and finally be given help in knowing how to move closer to the desired goal.

### Types of Marking

- Acknowledgement
- Exercises ( x or tick ) (needs to be explained why)
- Quality marking by the teacher
- Quality marking by the child

### Quality Distant Marking must:

- Be against a Learning Objective, success criteria of the relevant lesson or target
- Be clear for the child to understand (i.e. related to the language used in that lesson's Success Criteria)
- Be followed by time to read comment
- Be followed by time to make suggested improvements which is usually during morning work time and is acknowledged by an adult (in the same piece of work)

**Mark less but mark better**

### Characteristics of effective feedback:

- Be specific, accurate and clear (for example, 'you have made good use of adjectives to describe the scene' rather than 'your writing is getting better')
- In Numeracy, arrow comments give the children a chance to show learning in an alternative way (for example, instead of  $52 \times 12 = ?$  You might ask: if  $52 \times 12 = 624$  what does  $52 \times 24 = ?$ ).
- Numeracy arrow comments can, when appropriate, address misconceptions from the lesson.
- Use the school code system to refer directly to the parts the marking comment has referred to.

- Compare what the pupil is doing now to what they have done wrong before (for example, 'your use of speech marks are more accurate than before')
- Give feedback sparingly so that it is meaningful; and
- Provide specific guidance on how to improve (for example: what digit is missing from this column?) rather than just telling pupils when they are incorrect.

### **Types of Arrow Comments:**

- (a) A reminder prompt  
How do you think the dog felt here?  
Which column do you add first?
- (b) A scaffolded prompt (for most children)  
Describe the expression on the dogs face  
Do you think he was annoyed?  
He was so surprised, he .....  
When you x by 10 what appears on the end?
- (c) An example prompt (Acts as a stimulus)  
Choose one of your own:  
He couldn't believe his eyes  
He ran around in a circle feeling angry  
If  $7 \times 9 = 63$   $70 \times 9 = \dots$
- (d) An extension using reasoning or problem solving  
Where children further explain their thinking  
Where children use and apply fluency

### **The Following questions need to be asked:**

1. Can the child read your marking comments?
2. Can they understand your marking comments?
3. Do you allow time for them to read the comments?
4. Do you allow time for arrow/pink comments to be addressed before moving onto the next activity?
5. Are any incorrect responses to marking comments quickly addressed?

***“For assessment to be formative the feedback information has to be used”***  
(Black and William, 1998)

### **Avoiding Over Marking**

- Implement a code system to identify successes and areas for improvements
- Codes are instantly recognised and understood across the key stages
- Limiting what the child has to focus on at one time will ensure a greater level of success

## Hartwell Strategies:

Why use these strategies?

- Saves time marking; it avoids teachers spending any more time than is necessary marking work which is one of the greatest demands on teachers' time outside of lessons.
- It links to our work using the LO and SC in all lessons, the marking comments closely relate to these
- It links to our work on peer assessment and work partners; it reflects the language used in class by the children when evaluating each other's work.

## **Currently:**

- **In KS1** we use a colour coded system, green for well done and a pink for an area where action is required
- The children respond to marking comments in a green gel pen
- **In KS2** we use an arrow and an asterisk system, the arrow is an action comment and the asterisk for denotes a well done
- The children respond to marking comments in a green gel pen

There is a definite advantage to having one marking system as the children don't have to learn a new system each year. There is continuity.

- Morning time is set aside for children to respond to their arrow comments: teacher expectation, class ethos of work
- Arrow comments are used in Literacy homework tasks (usually as a 'next time remember to...') do not require a response but are a guide for future work
- The marking system is used when marking homework and is therefore a useful tool for parents to know what exactly the children need to do next to improve their work
- Spellings are also corrected though marking is focused around the lessons LO and SC
- Each classroom has a 'good writing should have ...' board to emphasise the 'non-negotiables' of what should be in everyone's everyday work, the content of this can again be represented in marking comments
- Peer assessment is a key part of school life, which again re-emphasises identifying what exactly is required of them. The children are skilled at 'marking' work / partners work
- When peer assessment takes place comments are not recorded in each other's books but on a post-it note which can be kept in the child's book.

## Impact:

- Children are very aware of what they need to do next and what exactly is good about their work now
- It maintains high standards
- It empowers children and enables them to see for themselves what their next steps are and what their current focus are.
- Feeds into peer self marking

## **Beware:**

It won't fit if:

- Time isn't consistently given to answer arrow comments and then these responses acknowledged/checked for errors.
- Asterisks comments are broad and meaningless 'Good work' etc.... what's good? How can I improve?
- Arrow comments in class based work are reminders, they need to generate a response
- There isn't a class ethos of self evaluation

The children don't have learning done to them they are an integral part of the learning process.

## **A summary of marking codes to be used in children's books:**

### **KS1:**

- Symbols are used to denote capital letters, finger spaces, full stops - this enables non-readers to understand marking all comments
- SP is used to highlight a spelling error that the child should respond to and correct
- In KS1 all topic/familiar words, words covered in spelling lists and high frequency words are routinely corrected. Word mats and wall prompts are used to support spellers.

### **KS2:**

- CL is used in the margin to denote an error in the use of a capital letter
- FS is used in the margin to denote an error in the use of a full stop
- IN UKS2 a majority of spelling errors are corrected and where necessary individual danger words are copied out as part of an arrow response
- In LKS2 all topic/familiar words, words covered in spelling lists and high frequency words are routinely corrected. Word mats are used to support LA spellers.
- WS denotes a child who has received support to achieve the LO in that lesson.