

MARKING POLICY



VANTAGE ACADEMY TRUST

Date approved: 11th July 2017

*Date for revision: July 2018

Approved by the LAB

Signature of Chair _____

*subject to any relevant changes in legislation or other appropriate guideline

We insist that marking and feedback must:

- Be highly valued by the pupils;
- Be informative in terms of next steps;
- Impact upon pupil progress;
- Be highly valued by the staff;
- Be manageable;
- Put the onus on learners taking ownership and responsibility for their improvement and progress.

Every piece of work should be marked and appropriate feedback is given to the children by the teacher/teaching assistant who has delivered the lesson.

1. All staff will mark in **green (related to WALA/WALT)** biro pen (no glitter pens or felt tip pens)
2. At the end of each lesson, all children (Y2-Y6) will self-evaluate their own learning by drawing a simple evaluation face:



I found this tricky and would like some more help please!



I'm not sure about this, I think I might need a bit more time.



I'm happy with how this went and I'm ready to move on!

Year 1 will use oral evaluation throughout the lesson – thumbs up or thumbs down using the language stated above. In Year 1, children will begin by responding to written feedback with 1-to-1 support. Children will be taught to respond to marking to correct letter formation or spelling of a key word. More able Year 1 children will read and respond to written questions to extend their learning with a view that by the end of Year 1, all pupils will respond to marking during Fix It Time.

When marking, the teacher may use the evaluation face as guidance to how that child felt they had progressed during the lesson.

3. Staff should indicate whether the pupil worked with a teacher (**T**), or teaching assistant (**TA**) during a focussed guided activity. Independent work will be indicated with (**I**).
4. In order for a child/another member of staff to see whether the child has achieved the WALA (Y1)/WALT, a simple star system will be used:

- * Child has not achieved the WALT/WALA and requires further support
- ** Child is almost there and a small amount of further support would benefit the child
- *** The WALT/WALA has been understood and met

In Key Stage 1, during guided work, the teacher will provide immediate verbal feedback.

In Key Stage 2, when marking a body of text (at the end or whilst circulating during the lesson), marking will signpost learners to errors to correct via a coded marking system. (Code placed in the margin on the line where the error occurred – G/P/Sp).

Errors in basic skills (i.e. missing capital letters, incorrect spelling of key words) will be circled, with the expectation that the children will self-correct during Fix-It Time.

After the learning has taken place, the teacher will identify a specific target relating to the WALA/WALT, i.e. use an adverbial opener. This should occur at least twice a week in all aspects of learning. Targets will be shown as a capital 'T' inside a circle.

In order to challenge all pupils, teachers are expected to pose at least two 'deeper thinking' questions a week, per subject.

(It may be appropriate to mark during independent tasks to confer with the child on work completed previously, **however, teachers/teaching assistants should not be marking during any lesson unless to provide immediate feedback, relevant to that lesson.**)

'FIX-IT TIME'

All children will respond to the action point, using a **purple biro pen**, at the start of each lesson. The 'Fix-it Time' is to last no longer than 5 minutes.

There is an expectation, as class teacher/teaching assistant, to revisit the action point to ensure the child has responded. Teacher/teaching assistant are expected to circulate the room during 'Fix-it Time', in order to support and ensure that misconceptions are not consolidated.

Music will be played during every Fix-It Time. This will be the same piece of Music throughout school, ensuring that the pupils will recognise that it is a time for reflection on their learning.

<T:\Collaborative Learning\Kagan Music To Change Mood or Energise 60 - 120 Beats Per Min\FIND A PARTNER PARTNER\Synchronised Swimming Partner The Harry Potter Theme Song - Performed By Richard Clayderman.mp3>