HALFWAYJUNIOR SCHOOL

MARKING

November 2017
Review: September 2018

"Supporting Each Other to Achieve Success for All"

RATIONALE

At Halfway Junior School, as part of our Dream School ethos, we want to create reflective learners who understand the next steps in their learning. We believe marking should provide constructive feedback to every child, focusing on successes and improvements needed. This should be 'child friendly' and will enable the children to understand what they need to do to improve and will help them to make accelerated progress in their learning.

Our marking policy will reflect and build on our core learning values:

- ❖ We aim high – we are the best that we can be
- ❖ We believe in ourselves – we have an 'I can' attitude
- ❖ We respect ourselves and each other
- ❖ We are good listeners – we ignore distractions
- ❖ We have a go and encourage each other – we share our ideas
- ❖ We take risks and learn from our mistakes
- ❖ We can work independently and as part of a team
- ❖ We are resilient and never give up
- ❖ We ask questions and enquire
- ❖ We explain our thinking – we love BECAUSE

This revised policy should be implemented from the 7th November 2017 onwards. Books will be monitored regularly to check for compliance with the policy.

We strongly believe that the best type of feedback a child can get about their work and learning is immediate verbal feedback and we aim to do this as much as possible in every lesson. However, we also strongly believe that our children should receive regular, precise, constructive and positive written feedback in all subject areas. All our work is marked in blue pen and we use two highlighters to support our marking. 'Brilliant Blue' and 'Growing Green'.

Marking expectations

- Every piece of work will be marked.
- At the minimum, every piece of work will have a highlighted dash on it. This dash will be blue if the child has met the LO to the best of their ability, or green if the child has not met the LO to the best of their ability.
- It is expected that every child will receive on average at least 1 written comment to respond to in their English and Maths book per week.
- If a written comment is given, this will start with the relevant highlighted dash (blue or green). A piece of work may have two coloured dashes on it (a little bit like a 'star' and a 'wish').
- Children need to initial or reply to a teacher comment to show that they have read it and understood it. This needs to be done in green pen.
- There will be a range of teacher written comments used for a range of purposes: secretarial, editing and improving, checking for errors, moving the learning on, challenging and deepening.
- Particularly successful parts of a child's work may be highlighted in blue. For example, this could be a correct calculation or great explanation in maths, or a particularly strong word, sentence, phrase, use of punctuation in English.

- Parts of a child's work may also be highlighted in green. This means that the child needs to look at what has been highlighted and act upon it.
- Children respond to all marking, editing and improving in green pen.
- Symbols may also be used to support marking and feedback. These are explained below:

Mark	Meaning
Sp	A word is spelt incorrectly and needs changing. Particular attention should be paid to high frequency words. If it is a word the child does not know how to spell, correct it and the child should rewrite the word correctly 3 times below in green pen.
I	The child has completed the work independently.
WS	The child has completed the work with support.
VF	The child has had verbal feedback for the work.

- Cover or supply teachers are expected to mark the work that they teach and initial it. However, if this is not able to be done by the cover or supply then the class teacher needs to note this on the work with the word 'cover' or 'supply'.
- Teaching assistants are expected to mark the books of the children that they have worked closely with in the lesson. The marking needs to be in-line with school policy and initialled.