

# Brookside Primary School Marking Policy



**Learn Together, Achieve Together**

Marking is an important part of the learning journey for each child. Much assessment is based on the marking of written work and on information received by the day-to-day interventions with children such as observation, by asking questions, through discussion and sometimes through tests.

In our school we mark work to:

- Acknowledge and celebrate achievements
- Inform children of ways in which they can improve
- Motivate children
- Monitor progress and raise standards
- Remind children of teacher expectations.

It is an expectation – particularly for Maths and English – that marking is kept up-to-date.

## Literacy

### What our books look like

Each book in 1 - 6 to consist of:

- Target sheets – stuck in the front of the book
- Copy of marking symbols relevant to the key stage – stuck on the first page
- Clear writing process with each stage labelled
- 6 cold writes (1 per half term) in the back of the literacy book

Independent 'cold' Write Genre	
Autumn 1	Diary/Recount
Autumn 2	Narrative Story
Spring 1	Information Page/Non Chronological Report
Spring 2	Persuasive
Summer 1	Narrative Story
Summer 2	Instructions

- Assessment grids to be stuck in the back of children's books and updated regularly using yellow highlighting to show evidence. These grids will be looked at in termly moderation meetings.

<b>Year Group</b>	<b>Presentation Expectation</b>
<b>EYFS</b>	
<b>Learning Journey</b>	<ul style="list-style-type: none"> <li>• Dated observations linked to early learning goals/development stages</li> <li>• Evidence stuck in book</li> </ul>
<b>1</b>	
<b>Literacy Books</b>	<ul style="list-style-type: none"> <li>• Short Date and Learning Objective written by the teacher or printed</li> <li>• All stuck in sheets to have a blue border</li> </ul>
<b>News Books</b>	<ul style="list-style-type: none"> <li>• Short Date written by the teacher</li> </ul>
<b>Topic Writing</b>	<ul style="list-style-type: none"> <li>• Long date and LO printed on the activity sheet</li> <li>• A date and LO is not required on published work</li> </ul>
<b>2</b>	
<b>Literacy Books</b>	<ul style="list-style-type: none"> <li>• Top line left clear</li> <li>• Long date</li> <li>• By the end of the year children write their own learning objectives</li> <li>• Both of the above underlined in pencil using a ruler</li> <li>• All stuck in sheets to have a blue border</li> </ul>
<b>News Books</b>	<ul style="list-style-type: none"> <li>• Short Date</li> </ul>
<b>Topic Writing</b>	<ul style="list-style-type: none"> <li>• Long date and LO printed on the activity sheet</li> <li>• A date and LO is not required on published work</li> </ul>
<b>3 - 6</b>	
<b>Literacy Books</b>	<ul style="list-style-type: none"> <li>• Top line left clear</li> <li>• Long date</li> <li>• Learning Objective</li> <li>• Both of the above underlined in pencil using a ruler</li> <li>• If a sheet is being used and stuck in, it must have a date and learning objective shown</li> <li>• All stuck in sheets to have a blue border</li> </ul>
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• Top line left</li> <li>• Long date</li> <li>• Learning Objective for grammar and punctuation activities</li> <li>• Both of the above underlined in pencil using a ruler</li> <li>• If a sheet is being used and stuck in book date and learning objective to be visible</li> </ul>
<b>Topic Writing</b>	<ul style="list-style-type: none"> <li>• Long date and LO printed on the activity sheet</li> <li>• A date and LO is not required on published work</li> </ul>
<b>Resource</b>	
<b>Literacy Book</b>	<ul style="list-style-type: none"> <li>• Short Date and Learning Objective written by the teacher or printed</li> </ul>
<b>Topic Book</b>	<ul style="list-style-type: none"> <li>• Long date and LO printed on the activity sheet</li> </ul>

### Spelling

- At the start of the year all children to be tested on the Key Stage words which they should know based on their year group expectations and their previous assessment data.
- Individual checklists created using the list of unknown words which children work
- Spelling rules to be taught weekly according to the National Curriculum guidelines

## Literacy Marking

### What marking looks like in EYFS

- Observations recorded and dated by the teacher/TA which link to Early Learning Goals and Development Matter Stages

### What marking looks like for Years 1-6

Writing Process Stage	Marking
Shared Experience	<ul style="list-style-type: none"><li>• Tick mark or smiley face for KS1</li></ul>
Identifying the features	<ul style="list-style-type: none"><li>• Pupil and Teacher Checklist</li></ul>
Grammar	<ul style="list-style-type: none"><li>• Tick Mark</li><li>• Think Pink</li><li>• Challenge - To include grammar feature in independent writing</li></ul>
Shared Write	<ul style="list-style-type: none"><li>• Tick Mark</li><li>• Think Pink – Y6 and Years 1-5 if the teacher feels it is necessary</li><li>• No written comment</li></ul>
Independent	<ul style="list-style-type: none"><li>• Pupil and Teacher Checklist on Success Criteria/self-assessment grid</li><li>• Think Pink except pieces for moderation</li><li>• Yellow Highlight for Teacher Assessment Evidence</li><li>• Comment and next steps linked to targets in front of book and attainment statements</li></ul>
Publish (optional writing process stage)	<ul style="list-style-type: none"><li>• Tick Mark</li></ul>

Year 1 pupils to access the writing process when the teacher feels it is necessary.

### What marking looks like in Resource

- Use of the marking symbols to mark writing across the curriculum

### **Think Pink**

Teacher's will highlight corrections with a pink highlighter and record the error type using the symbols found in appendix 1.

A 'Think Pink' activity would consist of:

- Errors in spelling
- Errors in grammar application
- Punctuation errors
- Up levelling

Children will address these with a green pen.

**What marking of other writing look like across the curriculum**

<b>Other Writing</b>	<b>Marking</b>
Termly Cold Independent Write	<ul style="list-style-type: none"><li>• Yellow Highlight for Teacher Assessment Evidence</li><li>• Pupil and Teacher Checklist</li></ul>
Draft Writing	<ul style="list-style-type: none"><li>• Think Pink</li><li>• Tick Mark</li><li>• One to one with teacher where appropriate</li></ul>
Cross curricular	<ul style="list-style-type: none"><li>• Tick Mark</li><li>• Positive Comment</li></ul>
Handwriting	<ul style="list-style-type: none"><li>• Verbal feedback during the activity</li></ul>

Across ALL writing praise will be given in the following ways:







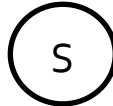



- Double tick or smiley face
- Tokens
- Stickers (KS1)



# Literacy



## Marking Codes

Symbol	Used for
 or 	This is great!
	Token for good work
	Think Pink What is your next step?
	Capital Letters Have you used capital letters correctly?
	Punctuation Have you used the correct punctuation mark?
	Spelling Look again at the spelling.
	Independent You completed this work without any support.
	With Support You completed this work with an adult helping.
	Verbal Feedback Your teacher spoke to you about this work.



# Literacy

## Marking Codes



Symbol	Used for
😊 or ✓ ✓	This is great!
Ⓣ	Token for good work
—	Think Pink What is your next step?
Ⓒ	Capital Letters Have you used capital letters correctly?
Ⓟ	Punctuation Have you used the correct punctuation mark?
Ⓢ	Spelling Look again at the spelling.
↑	Up Level Can you improve this part of your work?
//	New Paragraph You need a new paragraph.
Ⓡ	Independent You completed this work without any support.
Ⓦ	With Support You completed this work with an adult helping.
Ⓥ	Verbal Feedback Your teacher spoke to you about this work.

## Maths

### What our books look like

Each book in Year 1-6 to consist of:

- Target sheets – stuck in the front of the book (number fact based)
- A copy of marking symbols relevant to the key stage – stuck on the first page
- The learning process for each topic from fluency to reasoning and problem solving with the focus on depth of understanding to challenge pupils

Year Group	Presentation Expectation
<b>EYFS</b>	
<b>Learning Journey</b>	<ul style="list-style-type: none"> <li>• Dated observation notes</li> <li>• Marking symbols</li> </ul>
<b>1</b>	
<b>Maths Books</b>	<ul style="list-style-type: none"> <li>• Short Date</li> <li>• Learning Objective to be written</li> <li>• If a sheet is being used short date and LO to on the sheet</li> <li>• 1 digit/symbol per square</li> <li>• All stuck in sheets to have a red border</li> </ul>
<b>Teacher Record</b>	<ul style="list-style-type: none"> <li>• Record of individuals arithmetic scores</li> <li>• Record of individuals multiple recall</li> </ul>
<b>2</b>	
<b>Maths Book</b>	<ul style="list-style-type: none"> <li>• If a sheet is being used short date and LO to on the sheet</li> <li>• Leave the top line</li> <li>• Short Date</li> <li>• Learning Objective shown</li> <li>• 1 digit/symbol per square</li> <li>• All stuck in sheets to have a red border</li> </ul>
<b>Teacher Record</b>	<ul style="list-style-type: none"> <li>• Record of individuals arithmetic scores</li> <li>• Record of individuals multiple recall</li> </ul>
<b>3 - 6</b>	
<b>Maths Books</b>	<ul style="list-style-type: none"> <li>• Leave the top line</li> <li>• Short Date</li> <li>• Learning Objective on new line</li> <li>• Date and LO underlined in pencil using a ruler</li> <li>• 1 digit/symbol per square</li> <li>• All stuck in sheets to have a red border</li> </ul>
<b>Times Table Evidence Log</b>	<ul style="list-style-type: none"> <li>• In individual pack kept by the child</li> </ul>
<b>Resource</b>	
<b>Maths Book</b>	<ul style="list-style-type: none"> <li>• Short Date</li> <li>• Learning Objective to be written</li> <li>• If a sheet is being used short date and LO to on the sheet</li> <li>• 1 digit/symbol per square</li> </ul>



### **.Multiplication and Facts**

- At the start of the year all KS1 to be tested counting in multiples which they should know based on their year group expectations and their previous assessment data.
- At the start of the year all KS2 to be tested on the multiplication facts which they should know based on their year group expectations and their previous assessment data.
- Individual targets set based on results of the above assessments.

### **Maths Marking and Corrections**

- Where possible verbal feedback will be given during the lesson
- Correct answers will be marked with a ✓
- Teacher's will mark correction using a ●symbol and children will address these with a green pen
- If children mark their own work or their peers work they will use a pencil and follow the same symbols used for correct and correction
- At the end of a piece of work, the teacher will tick the learning objective to show the child's level of achievement against the objective

Working Towards (Emerging)	Met (Expected)	Greater Depth (Exceeding)
✓	✓ ✓	✓ ✓ ✓

- The above assessment links to the next day's planning and children's work will be differentiated based on their attainment.
- In EYFS recorded observations are used to record progress and these are linked to early learning goals/development stages



# Maths



## Marking Codes

Symbol	Used for
✓	Correct Answer
•	Correction You need to have another go.
T	Token for good work
I	Independent You completed this work without any support.
W	With Support You completed this with an adult helping.
V	Verbal Feedback Your teacher spoke you about this work.
<b>Look for these by your learning objective:</b>	
✓	You are nearly there!
✓ ✓	You've got it!
✓ ✓ ✓	You've mastered it!

