

At Meadow Park Academy, we believe that marking is an essential part of planning, assessment, teaching and learning. Through careful marking and feedback, we are able to assess what children have learnt, how they have learnt and what their strengths and weaknesses are. Responding to pupils' work through constructive verbal and written comment acknowledges achievement, promotes positive attitudes and behaviour. This leads to an improvement in standards.

Purpose

At Meadow Park Academy we believe that the purposes of marking are:

- to inform planning
- to provide information for assessment
- to encourage, motivate, support and promote positive attitudes
- to provide constructive feedback
- to recognise achievement, presentation and effort
- to show pupils that we value their work
- to promote higher standards
- to correct errors and clear up misunderstandings and misconceptions
- to assist learning
- to allow pupils to reflect on their performance and to set new targets together with the teacher.
- To accelerate progress

Key Principles

At Meadow Park Academy marking should:

- be constructive
- be related to needs, attainment and ability
- be related to learning objectives and curricular targets which the pupil should know in advance
- where possible, be accompanied by verbal comments
- follow consistent practice throughout the school
- ensure that pupils know how well they are doing and what they need to improve to make further progress
- provide pupils with opportunities to assess their own work and that of others

Guidelines for marking

When to mark

- Marking should be done as soon as possible after the completion of the learning and always before the next teaching session of that subject.

- All written work in Maths, English and Science should be quality marked (see below). Significant pieces of work in other subjects (including guided reading/comprehension) should also receive targeted feedback.

What to mark

- Teachers will apply their judgement when choosing the detail and focus of the marking, depending on the learning objective, their knowledge of the child and the child's personal learning targets and next steps.

Quality marking

- Marking should inform the child of the progress they are making and what they need to do in order to move their learning forward.
- Meadow Park Academy's agreed Marking Key will be used throughout Key stage 1 and 2 and adapted for use in EYFS.
- Marking should be completed using the agreed system as below (in the marking key)
- All children at Meadow Park Academy write in pencil or blue pen. All marking by teaching staff will be carried out in a red pen.
- Written feedback by pupils should be completed with Purple pen.

After marking

- Time needs to be given to pupils to reflect upon marking to ensure that they benefit from it. Pupils must be given time to respond to marking, therefore feedback needs to be explicit about what the pupil needs to do. Where pupils need to edit work or respond in writing to feedback a purple pen will be used. Responses and editing must be checked by an adult. Adults must follow up misconceptions/errors and should pick up on basic SPAG, using their own judgement and knowledge of the children.
- Corrections should support the child's learning and ideally should be completed with the child.
- Where a pupil has persistently made the same error (e.g. incorrect use of full stops) it would be expected that an individualised plan will have been put in place to address this.

Pupil marking

- Children may, where appropriate, self-mark work, or mark another child's work. The teacher will review this marking.
- Erasers should not be used in the writing process. When drafting, errors are left and corrections are made around them. This enables children and teachers to see where mistakes or misconceptions have been made and how they have been addressed and rectified.
- For best work and final pieces, erasers may be used.

Spelling

- Teachers will mark spellings according to the needs of the children.
- A maximum of three spellings will be identified for correction.
- For younger and lower-attaining children, the incorrect spellings will be made clear but as the children progress through the school, only the line will be identified. The children will be expected to identify the incorrect spellings themselves.

- The aim is to prepare children for Year 6, where they will be expected to edit their spellings entirely independently.

Marking in EYFS (and Year 1 for the Autumn Term)

- The adult will initially talk to the child about how they have met the learning objective and then discuss with the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. Any corrections or extension tasks will be completed straight away by the child.
- The work will then be ticked, dated and initialled with VF for verbal feedback.
- Although all adults at Meadow Park Academy give verbal feedback to children of all ages, this will be particularly evident in the EYFS.

Teaching Assistants

- TAs should only mark work produced by their group of pupils and this should only be done within the session to give immediate feedback.
- They should then have a professional dialogue with the teacher to inform the teacher of the pupils' progress.
- It is not the role of the TA to complete any other marking for the teacher or to set targets.

Cover Teachers

- We expect our HLTAs and any long-term supply teachers to follow the school marking policy.

Marking Key

Checking/Marking the books of children who worked independently of an adult	The three possible actions: <ol style="list-style-type: none"> 1. Acknowledge and stamp (colour reflects the standard of the work) 2. Minor corrections (decide on appropriate amount) 3. Feedback/action required (recorded on tracking sheet)
Acknowledge work and stamp (colour as appropriate)	Upon checking a child's book: <ul style="list-style-type: none"> • If the learning objective is achieved stamp the book Green • Nearly met the objective - stamp colour Amber • Lots of errors and need re-teaching– stamp colour Purple
Points to note:	<ul style="list-style-type: none"> • Where children have been supported by an adult you MUST indicate this with a TA or Teacher Assisted stamp. • If you have only helped with one section of the work then mark this clearly for assessment purposes. • You do not need to stamp work that has been completed independently. • You MUST write in the book when a child has been absent.
Feedback/Action required: Purple and Amber	<ul style="list-style-type: none"> • Upon checking a child's book, you see something you didn't expect and reach the conclusion that they need feedback. Feedback will predominantly involve

stamp and Tracking Sheet	further teaching, guidance or support but may involve setting further challenge or celebrating and sharing excellent achievement <ul style="list-style-type: none"> • Add feedback notes to the tracking sheet • NB. An Amber stamp does not mean that you have to give feedback
Red Pen	To make corrections and to write comments of specific praise related to achievement. This comment may be supplemented with the appropriately coloured stamp
Purple Pen	Children will respond to their feedback in purple pen.
Strike Through	A line through a word or letter indicates that this is not needed or is incorrect.
.	Indicates an incorrect answer in maths. The incorrect answer must be not rubbed out and corrections must be made in purple pen.
Sp. In margin	To indicate an incorrect spelling. (See previous spelling section for additional information).
Underlined words	Indicates an error and changes need to be made.
^	Indicates that a letter, word or punctuation is missing in this place.
VF	Indicates that verbal feedback has been given. Where possible, please write a brief description of the feedback
T / TA	Support level should be indicated using 'Ink Stamps' or the letter 'T' or TA in a circle.

Success Criteria

We know our policy is working if:

- High quality assessment, both during and after a lesson, is used for planning appropriate next steps learning
- Books are beautifully and consistently kept and the children take pride in them.
 - Date and LO for each piece of work underlined with lines left between (unless on a sticker)
 - All books labelled
 - Children discouraged from doodling, defacing and damaging books
- work is being marked regularly, consistently and accurately
- pupils learning is moving forward and they are working positively towards their targets
- pupils are making accelerated progress

Monitoring

- We will ensure that these guidelines are being used consistently throughout the school by carrying out regular and moderated Book Scrutiny (please see monitoring schedule). This will be the responsibility of the Leadership Team and subject leaders.

- Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff.
- The Governing body will monitor the implementation of the policy.

Reviewing the policy

We will review our policy at the beginning of every academic year in order to reinforce it with established staff and familiarise new staff with it.