



Marking Policy

Written By	All Teaching Staff	
Frequency of Review	3 years	
Date reviewed and approved by Governing Body	November 2018	
Date of next review	November 2020	
Display on Website	✓	
Purpose	Teachers have high expectations, including handwriting and presentation. Teachers model these standards. Marking will ensure that children can respond to comments and make subsequent changes in their work.	
Consultation	Governors	✓
	Parents	✓
	Pupils	✓
	Staff	✓
Links with other policies	Assessment	

Marking Policy November 2018

Teachers have high expectations, including handwriting and presentation. Teachers model these standards. Marking will ensure that children can respond to comments and make subsequent changes in their work. Children will want to see these comments and should be keen to read them. Feedback is most effective during the lesson or as soon as possible after, while children still have a chance to act upon it.

To move learning forward feedback should:

- be focused and specific
- be positive and developmental
- relate to learning objective and success criteria
- require a response (when appropriate) or generate further thinking
- encourage a growth mindset.

At Burlington, the time for teachers to mark work is focused on English and Maths. In these books, children are expected to be able to understand teacher comments or notes and respond to them, either the same day or the next day. If teachers are taking time to mark, the comments should have a direct impact on the children's learning. For roughly every third piece of work, children may be set feedback, questions or areas in their work to revisit or improve. Children should be engaged in the marking and their comments or improvements should be clear and be in a similar or greater volume to the teacher's own comments. Reviews of marking will be based on the progress children are making. If the marking is not improving progress, it is not effective.

Burlington want the focus of teacher marking to be based around English and Maths. In English, the school has a policy of leaving one side of the book blank to allow children the space to respond and improve their own work. In maths, the children may be asked to solve further problems or explain their reasoning. Marking in non-core subjects can be based on learning objectives, quality of work and effort, rather than next steps.

The school has developed a list of non-negotiables or 'Burlington Basics' that set clear expectations of what is expected by children of certain ages. Teachers also have the ability to add their own success criteria based on the needs and development areas of their own class. However, any individual class changes would be discussed with the year team to ensure that there remains a consistency of the expected standards.

Any tatty or mistreated books should be noted immediately. Children are not allowed to doodle on book covers and will be made to remove doodles or replace books that are ill-treated. Children are expected to maintain high standards of handwriting and presentation in ALL books included guided reading and draft books. By February half term year 5 children will be given a pen in order to prepare them for year 6 and beyond.

Styles of Marking

Marking has not always got to include a written comment by the teacher. These different styles can be used to support the written comment.

- Highlighting
- Marking/comments against success criteria
- Discussion/verbal feedback (VF)
- Peer marking
- Pupil comments about their own work/ response to teacher's marking
- Next step marking

Key Principles of Target Setting

Understood by pupils (what, why and how).

Appropriate to the individual.

Manageable – not too many.

Based on accurate information about prior achievement.

Involve pupils (to set targets/ review progress).

Referred to regularly.

Monitored and evaluated as part of cyclical process.

Have an influence beyond the immediate context.

Burlington expectations of individual target setting.

All teachers set individual targets for English and Maths which are recorded on a sheet in the front of books.

The targets need to be dated and help the child to understand the very next small step they need to take to improve their work.

Children can meet their target by producing work in their book or evidence of target practice which they complete out of school.

The table below illustrates the number of accumulative 'target ticks' children should be achieving each term.

	Autumn Term	Spring Term	Summer Term
Y3	7	14	21
Y4	8	16	24
Y5	9	18	27
Y6	10	20	30

Burlington Junior School Agreed Marking Protocol

All children who write in pen should use blue handwriting pens (not biros). Children ready to move to pen are sent, with their books, to Mrs Utting for final approval and a pen is awarded. Children who frequently change from pen to pencil or pen colour should be identified and spoken to about their organisational skills. An occasional change, due to a pen not working, is acceptable.

<u>What this means</u>	<u>Symbol</u>
Rewrite the following work.	(RW)
A word or words are missing.	^
A missing piece of punctuation. The missing punctuation may be added and circled by the teacher.	(.) (,) (!)
A capital letter is missing.	CL
The 'Burlington Basic' expectations have not been met. For example a ruler has not been used to underline.	BB
A response is needed to this piece of marking.	(R)
A polishing pen should be used to improve this work.	PP
This work has been completed independently with no teacher input.	I
The grammar does not make sense where it is underlined.	_____
A target has been achieved; please fill in your target card.	(T)
I've noticed a spelling error. (A teacher will only mark approximately three to five spellings per page. On some pieces of work spellings may not be marked depending on the context of the lesson.)	sp
A new paragraph is needed.	//
Verbal feedback has been given on this piece of work.	VF
Adult support has been given for this piece of work	AS
Your next step is ... (Y3 draw a cloud for something good and a box for the next step)	