



Marking Policy

A Guide for Parents



**BUTTSBURY
JUNIOR SCHOOL**

AN ACADEMY SCHOOL

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Marking is an essential part of planning, assessment, teaching and learning. We believe it should provide constructive feedback to every child, focusing on success and improvement needs against the learning objective and the success criteria.

Marking and Feedback should:

- Give children specific time to read, reflect and respond to marking and their learning.
- Show children that their work is valued
- Help children understand whether they have met the learning objective (Can I...?) the success criteria (Challenges) and/or the individual targets set for them using a 'WWW' (What Went Well) statement.
- Provide constructive comments which give clear strategies for improvement e.g. an 'EBI' (Even Better If) statement to set new targets/next steps where appropriate.

The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.

Marking Strategies:

When a spelling mistake is picked up the word/s will be underlined and 'SP' written in the margin. Generally only high frequency words and technical vocabulary should be underlined. Up to 3 spelling mistakes will be chosen by the teacher. The children will be expected to copy the spellings out 3 times at the start of their next lesson.

The marking system should be constructive and formative. A useful formula is this:

1) WWW (What Went Well) to give praise 2) EBI (Even Better If) to explain and provide a concrete suggestion for improvement, or in Maths, NTT (Now Try This) to move the learning to the next step or LTT (Let's Talk Together) to support the learning in the next lesson. If appropriate. Stickers, stamps and certificates may be used as part of the process where teachers consider them to be appropriate.

Work in all pupils' books, in all subjects, must be acknowledged in some capacity as appropriate to the subject. Generally, however, work will be marked against the learning objective/success criteria. (Please see full Marking & Feedback Policy for individual subject systems)

Self-Marking and Feedback

- When appropriate children should self-mark or peer mark to ensure they are involved in the marking process; this will be in green pen. Maths work is often self-marked as it provides immediate feedback. However, the teacher will always check the marking after the lesson and assess the work against the objective.
- On occasions children may be asked to write 'marking' comments on their own, or peer's work. Children should first write a positive comment (WWW) and then suggest a way to improve the piece (EBI), against the Learning Objective and the Success Criteria (Challenges).

Homework

Homework should not be self-marked and positive comments must always be given. EBIs will not be given for homework as the activities are for revision and consolidation rather than moving on learning, therefore, marking should be used to praise time and effort applied by the children.

Assessment for Learning

- When marking, the teacher will double tick the Learning Objective if the pupil has achieved it, single tick if the child is nearly there and add a prominent dot if the Learning Objective has not been achieved. Suggestions can be written, if necessary, for ones that are only partly or not achieved.
- Improvement (EBI/NTT) Prompts can be added to show children how they can improve their work.
- A 'T' is used to indicate when a child has met their target.

Marking Symbols

- Agreed marking symbols are used consistently throughout the school. They are displayed in each classroom. The Marking Key is on the back page of this leaflet.

Marking and feedback should therefore reflect upon how well the children have done in terms of achieving the success criteria in order to determine how effective their learning was and what they need to do next to improve their work..



MARKING KEY!



MARKING KEY ✍

PUPILS – SELF MARKING	
CODE	EXPLANATION
WWW	What Went Well...
EBI	Even Better If...
NTT	Now Try This...
LTT	Let's Talk Together
☺	I've met the Learning Objective
😊	I'm nearly there with the Learning Objective
☹	I haven't understood the Learning Objective
T	Individual Target met
M	Mastery
PUPILS NEED TO USE GREEN PEN WHEN PEER AND SELF MARKING	
TEACHER MARKING	
✓✓	You have met the Learning Objective
✓	You have nearly met the Learning Objective
●	You have not met the Learning Objective
○ (circle)	Incorrect punctuation or use of capital and lower case letters
^	Missing word
//	New Paragraph
?	The sentence doesn't make sense
✓✓	A good example of the success criteria being met.
*	Complete EBI here
<u>Word underlined</u> + SP(margin)	Spelling mistake
(ST)	Marked by a supply teacher