

Inspire Academy Marking Policy

KS1/2

Aim of this policy

The purpose of this policy is to set out whole school marking and feedback procedures as essential and highly effective parts of successful teaching and learning.

At Inspire Academy, we aim to develop every single child as an independent, confident, and enthusiastic learner who takes an active part in achieving their own absolute potential. Each child is encouraged to take ownership of their own targets and work to achieve these through the support of all adults within the school, and a curriculum that develops their ability to think, question, discuss and evaluate.

Quality Teacher Marking and Feedback (QTMF)

QTMF will be against the learning objective and success criteria as set out at the start of the lesson. The emphasis of the marking is on both the success and improvement needs of each child.

Marking and feedback are used effectively to help teachers to improve pupil's learning by indicating:

- ✓ Where children are in their learning.
- ✓ Improvements children could make.
- ✓ How children will achieve this.

We strongly believe that effective feedback and quality marking are essential in assisting our children to make rapid progress. Its main purpose is to enhance and inform the children's learning, providing them with opportunities to reflect on their own achievements, celebrate their successes, and move their learning forward.

QTMF allows for:

- ✓ Live marking
- ✓ Prompt and regular written or verbal feedback with every child.
- ✓ All adults in class to be clear about the learning objective and success criteria for each task.
- ✓ Teachers and Teaching Assistants to give constructive suggestions as to how a child can move their learning forward.
- ✓ Targets and next steps to be agreed between Teachers and Teaching Assistants.
- ✓ Children to be informed of where to make improvements through dialogic marking.

Marking should be uniform across the school for the benefit of both staff and pupils and in order that moderation exercises can be highly effective.

Marking Key

1. The pupil should indicate if they feel they have missed, met or are working towards the learning challenge by colouring in a circle with the appropriate traffic light colour (i.e: red for missed; yellow working towards; green met.)
2. The teacher should indicate whether or not this is an accurate reflection, by colouring in a second circle with the appropriate traffic light colour or using the initial R, A or G (red, amber or green).
3. Green pen should be used to indicate positive feedback or success
4. Red pen should be used to indicate inaccuracies or development points
5. Each piece of work must also be detailed with the level of support given to the pupil. This is achieved by a letter from the following key being written next to the learning challenge.

In instances where there is no letter, it should be assumed that the work has been completed independently.

I – Independent

T- Teacher support

TA – Teacher Assistant support

PW – Partner Work

GW – Group work

CW – Class work

4. Brief comments or key words relating to the learning challenge may also be written alongside the piece of work. If features of the success criteria are evidenced in a piece of work, they may be ticked or underlined
5. A 'V' can be used to indicate where verbal feedback has been given.

Fix it Time, Self and Peer Assessments and Discussions with Pupils

All children should be provided with time to reflect on their own work and make improvements.
Children use a purple pen to edit and fix.

This should be in response to their self/ peer or teacher assessment and any 'next steps' given.

At times as well as indicating how they felt about the work they may also complete a simple self/ peer assessment at the end of a session.

Neither fix it time nor peer/self-assessment need to happen in every single lesson but they should be carried out sufficiently that children are familiar with their format and can use them to effectively take ownership and affect progress in their own and at times their peer's learning.

Addressing Misconceptions and Providing Challenge

Hotspot – Hotspots are brief interventions used to address misconceptions. An adult will work with a child 1:1 or in a small group. This will be indicated with HS.

Challenge – Challenges are brief interventions to further learning and provide opportunities for greater depth understanding and application. This will be indicated with a C.

Marking in EYFS

In Nursery and Reception, children produce work in both independent learning time and adult led learning time. All work will be dated and marked with the following key to indicate the level of support they have received:

I – Independent

T- Teacher support

TA – Teacher Assistant support

PW – Partner Work

GW – Group work

CW – Class work

Where necessary, the 'Area of Learning' that the piece of work relates to will also be indicated by the following key:

PSED – Personal, social and emotional development

CLL – Communication, language and literacy

PD – Physical development




L – Literacy

M – Mathematics

UW – Understanding the world

EAD – Expressive arts and design

Some pieces of work may be detailed with a learning challenge. On such pieces, the adult will indicate whether the challenge has been met, almost met or not yet achieved with a coloured circle.

-  - Learning challenge met
-  - Learning challenge almost met
-  - Learning challenge not yet achieved

Teaching staff may also use a variety of stampers or stickers to give praise or remind children of their next steps.

In Early Years, verbal feedback is ongoing and constant. Children are told where they have been successful and where improvements are needed. Teaching staff share with children any feedback that is written on their work, including an explanation of the green/yellow/red circle when this is present.

In accordance with the attached 'stamp key' the following marking stamps may be used.

Teachers should ensure that children understand the meaning of each stamp used.

KS1 Marking Key

Maths

I-Independent work
PW- Partner work
GW- Group work
CW- Class work

T- Teacher
TA- Teaching assistant
ST- Student teacher
V-Verbal feedback

Amazing work!



Independent work




Verbal feedback




Great work



Form your numbers correctly



One digit in each square



Fix your work



English

I-Independent work

PW- Partner work

GW- Group work

CW- Class work

T- Teacher

TA- Teaching assistant

ST- Student teacher

V-Verbal feedback

Amazing work!



Independent work



Verbal feedback



Great work



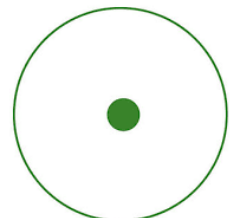
Capital letters



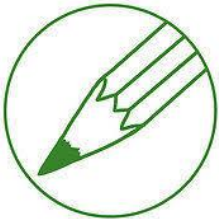
Finger spaces



Full stops



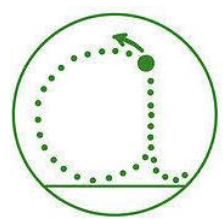
Neater handwriting



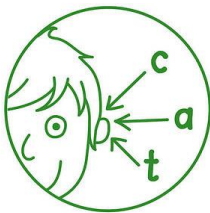
Use the lines correctly



Form your letters correctly



Listen to the sounds



Add a conjunction



Correct the punctuation



This doesn't make sense



Check your work



You have made a mistake



KS2 English Marking Key

✓	Met Success Criteria
✓✓	Exceeding expectations of SC
CJ	Conjunctions
FAP	Fronted Adverbial Phrases
ENP	Expanded Noun Phrases
P	Punctuation
AV	Ambitious Vocabulary
Ⓟ	Verbal Feedback

Sp	Spelling error
○	Punctuation Error
C	Extra Challenge
Ⓟ	Verbal Feedback