



# Cheam Park Farm Primary Academy

## Marking Policy

**Aim:** To raise the standards and the quality of education in Cheam Park Farm Primary Academy

**Objectives:** To help a child to feel secure and confident in a learning environment  
To encourage positive attitudes to learning, and consider the needs of others  
To enable children to recognise their own and others' achievements

**At Cheam Park Farm Primary Academy, we believe that marking and feedback has three purposes:**

**To help pupils:**

**1. Understand what they have done well**

To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discuss with pupils about recently marked work should display a good understanding of both these points. Pupils' work will be highlighted to show if they have achieved the lesson objective or if they have not.

**2. Understand how to improve**

To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, process and example prompts, as appropriate to help pupils to understand. When verbal feedback is given, write VF on the work. For key pieces of writing, a task banner will be at the top of the piece of work. This will consist of the writing checklist, completing genre checklist and key vocabulary where appropriate.

**3. Make visible signs of improvement as a result of feedback**

Without visible signs of progress emerging from marking and feedback, there are no signs of effectiveness. Teachers and teaching assistants should ensure time is given to act upon the guidance so that pupils may act upon it and make improvements. Marking Response Time directed and included in mathematics and English lessons at least once a week. Ensure you refer back to previous work.

**The whole school guidance:**

- Consistency within in year groups and across year groups ensure through book scans/ learning walk/moderation in school and across the trust
- Judgements should be linked to National Curriculum statements on Pupil Asset
- Expectation: All pieces of work have to be marked by teachers or higher level teaching assistant before the next lesson.
- Work can be marked in any contrasting colour pen, except red and purple.
- Individual calculations in number work need to be ticked if correct in green or (. /?) in orange if incorrect.(Please do not put crosses on the children's work.)The child should be asked to check again for accuracy.
- Marking codes: (See Appendix) Support should be clearly shown.
- Traffic light symbols in English and mathematics: Both child and teacher make a decision about how they feel they achieved the lesson objective. Red: not achieved, Yellow: Nearly there, Green: Achieved. Children can use stickers or coloured pencils.
- Where verbal feedback is given for pupils' recorded work, it is often appropriate to use 'key word marking' which is an indication that feedback has been given. This is to help both the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement. For example VF= punctuation
- All comments written by an adult, must be modelling best handwriting
- When not marked by the class teacher, work must be initialled to acknowledge it has been seen by the adult who teaches the session
- A child should be asked to repeat all or part of a piece of work if there is a lack of effort or reinforcement is felt necessary.
- Teachers mark writing in green highlighter to show where the child is achieving aspects of the lesson objective, task banners or writing checklists (to be launched in September)
- Orange Highlighter used to illustrate to children areas that highlight a need for them to edit or correct what they have done.

- Opportunities for peer and self-assessment marking. Encourage children to see themselves as the first markers and audience for their learning and use their peers to assess work with them. This enables the children to become more independent, increases responsibility for their work as well as helping to develop an understanding of what they are learning. Plan time for this and ensure the children know what they are assessing. Model examples of this to the class until they are familiar with the language and/or methods.
- When marking English or mathematics provide a learning question linked to the skills the children have been learning. Make questions open ended where possible. Link the questions to knowledge, skills and application of skills - the questions linked to the application of skills will be the most memorable. The expectation is each child should have at least one learning question every 5 written entries in both English and mathematics.
- Provide time within the lesson for pupils to respond to feedback. This can be at the start of the lesson or even during the lesson - plan for it when it will be most effective. Encourage the children to use a contrasting colour to create a dialogue between you and them.
- Excellent Learner Stickers are used to celebrate where positive learning attitudes have been displayed during the session. (Appendix)- Refer to Teaching and Learning policy

### Marking overview:

	EYFS	KS1	KS2
<b>English</b>	<p><b>Adult initiated:</b> 2 stars and a wish in green and orange</p> <p><b>Child initiated:</b> Area of learning-date, initials, verbal feedback</p>	<p><b>Unaided-</b> 2 stars and a wish. Choose max three words and write them at the bottom</p> <p><b>English books-</b> Green and orange. Refer to lesson objective. Use writing checklist. Traffic light stickers. Use I can statements. Response marking.</p> <p><b>Spellings-</b> Write SP in the margin referring to a paragraph (Y2)</p> <p><b>Phonics books-</b> Green and orange referring to lesson objective.</p>	<p><b>English books-</b> (Green books) - Green and orange. Refer to lesson objective. Use writing checklist. Response marking. Self-assessment.</p> <p><b>Topic books-</b> Green and Orange, marking codes</p> <p><b>Reading journals-</b> Green and Orange</p> <p><b>Spellings-</b> Write SP in the margin referring to a paragraph</p>
<b>Maths</b>	<p><b>Adult initiated:</b> 2 stars and a wish in green and pink</p> <p><b>Child initiated:</b> Area of learning-date, initials, verbal feedback</p>	<p><b>Work books-</b> Green and orange answers. Self-assessment. Use I can statements. Response marking.</p> <p><b>Learning journals-</b> Green and orange. Write comments or questions to extend understanding.</p>	<p><b>Work books-</b> Green and Orange, response marking, challenge</p> <p><b>Learning journals-</b> Green and Orange</p> <p>Teacher's comments in biro (not red or purple)</p>
<b>Foundation subjects</b>	<p><b>Adult initiated:</b> 2 stars and a wish in green and pink</p> <p><b>Child initiated:</b> Area of learning-date, initials, verbal feedback</p>	<p><b>Topic books and Science books-</b> Use I can statements and use marking codes. Write a comment where necessary. Green and orange.</p>	<p>Science- Green and Orange highlighting</p> <p>Teacher's comments in biro (not red or purple)</p>

Adopted by staff and governors .....

To be reviewed .....

Governing committee .....

Signed .....

# Marking System



## Teaching Reference

**I** Independent work

**✂** Was planned as independent work but child needed support

**P** Practice

**PW** Paired work

**G** Worked in a teacher/classroom assistant focus group (specify amount of support e.g. 1:6, 1:1)

**TL** Teacher led activity (whole class)

**VF** Verbal feedback (Adult) and the reason e.g. VF=spelling  
(VF only to be used when teacher gives live feedback during the lesson)

**VR** Verbal response (Child)

**Two initials** Teacher/Teaching assistant initials

**Orange highlighter** Think and revisit

**Green highlighter** Shows where the children have achieved aspects of the lesson objective.

✓ Tick the objective if it is achieved

● If incorrect

## Child Reference- where appropriate



Attainment



Effort

\* Neatness (FS and KS1)

\* = \_\_\_ Neatness (KS2) E.g. \* =7

0-4 =	Working below the expected
5-6 =	Working towards the expected standard
7-8 =	Working at the expected standard
9-10 =	Working at the greater depth standard

**SP** Spelling (to be written in the margin)

**GR** Grammar (to be written in the margin)

**Pu** Punctuation (to be written in the margin)

### **Monitoring Sheets:-**

**U** Understood

**P** Practice

**O** Not understood

**I** Independent

**S** Support

## Appendix: Marking code for English and Journals (KS1)

Marking code	
Teaching Reference	Child reference
<p>I Independent work</p> <p><del>I</del> Was planned as independent work but child needed support</p> <p>PW Paired work</p> <p>G Worked in a teacher/classroom assistant focus group (specify amount of support e.g. G1:6, G1:1)</p> <p>TL Teacher led activity</p> <p>P Practice</p> <p>VF Verbal feedback (Adult)</p> <p>VR Verbal response (Child)</p> <p>IL Independent learning</p> <p><b>Two letters:</b> Initial of teacher/teaching assistant</p> <p><b>Orange highlighter:</b> Think and revisit</p> <p><b>Green highlighter:</b> Great. Well Done.</p>	<div style="display: flex; align-items: center; margin-bottom: 10px;"> <p>Attainment</p> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <p>Effort</p> </div> <div style="display: flex; align-items: center;"> <p style="margin-right: 10px;">*</p> <p>Neatness</p> </div>
<p><b>Teacher and child assessment</b></p> <p>Green: I can do this!</p> <p>Yellow: I'm getting there.</p> <p>Red: I need help.</p>	




## Appendix: Marking code for English, journals and science (KS2)

<b>Marking code</b>									
<p style="text-align: center;"><b>Teaching Reference</b></p> <p>I      Independent work</p> <p>PW     Paired work</p> <p>G      Worked in a teacher/classroom assistant focus group (specify amount of support e.g. 1:6, 1:1)</p> <p>TL     Teacher led activity</p> <p>P      Practice</p> <p>VF     Verbal feedback (Adult)</p> <p>VR     Verbal response (Child)</p> <p>Two letters Initial of teacher/teaching assistant</p> <p>Orange highlighter: Think and revisit</p> <p>Green highlighter: Great. Well Done.</p>	<p style="text-align: center;"><b>Child reference</b></p> <p>Neatness: E.g. * =7</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 2px 5px;">0-4 =</td> <td style="padding: 2px 5px;">Working below the expected</td> </tr> <tr> <td style="padding: 2px 5px;">5 -6 =</td> <td style="padding: 2px 5px;">Working towards the expected standard</td> </tr> <tr> <td style="padding: 2px 5px;">7-8 =</td> <td style="padding: 2px 5px;">Working at the expected standard</td> </tr> <tr> <td style="padding: 2px 5px;">9-10 =</td> <td style="padding: 2px 5px;">Working at the greater depth standard</td> </tr> </tbody> </table>	0-4 =	Working below the expected	5 -6 =	Working towards the expected standard	7-8 =	Working at the expected standard	9-10 =	Working at the greater depth standard
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5 -6 =	Working towards the expected standard								
7-8 =	Working at the expected standard								
9-10 =	Working at the greater depth standard								
<p><b>Teacher and child assessment</b></p> <p>Green: I can do this!</p> <p>Yellow: I'm getting there.</p> <p>Red: I need help.</p>									

## Appendix: Marking code for topic books (KS1)

<b>Marking code</b>	
<b>Teaching Reference</b>	<b>Child reference</b>
<p>I Independent work</p> <p><del>X</del> Was planned as independent work but child needed support</p> <p>PW Paired work</p> <p>G Worked in a teacher/classroom assistant focus group (specify amount of support e.g. G1:6, G1:1)</p> <p>TL Teacher led activity</p> <p>P Practice</p> <p>VF Verbal feedback (Adult)</p> <p>VR Verbal response (Child)</p> <p>IL Independent learning</p> <p><b>Two letters:</b> Initial of teacher/teaching assistant</p> <p><b>Orange highlighter:</b> Think and revisit</p> <p><b>Green highlighter:</b> Great. Well Done.</p>	<div style="display: flex; align-items: center; margin-bottom: 10px;"> <p>Attainment</p> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <p>Effort</p> </div> <div style="display: flex; align-items: center;"> <p style="margin-right: 10px;">*</p> <p>Neatness</p> </div>
<p><b>Teacher and child assessment</b></p> <p>Green: I can do this!</p> <p>Yellow: I'm getting there.</p> <p>Red: I need help.</p>	

## Marking code for Unaided writing books (KS1)

Marking code	
Teaching Reference	Child reference
<p>I Independent work</p> <p><del>X</del> Was planned as independent work but child needed support</p> <p>PW Paired work</p> <p>G Worked in a teacher/classroom assistant focus group (specify amount of support e.g. G1:6, G1:1)</p> <p>TL Teacher led activity</p> <p>P Practice</p> <p>VF Verbal feedback (Adult)</p> <p>VR Verbal response (Child)</p> <p>IL Independent learning</p> <p><b>Two letters:</b> Initial of teacher/teaching assistant</p> <p><b>Orange highlighter:</b> Think and revisit</p> <p><b>Green highlighter:</b> Great. Well Done.</p>	<p style="text-align: center;"> Attainment</p> <p style="text-align: center;"> Effort</p> <p style="text-align: center;">* Neatness</p>
<h3>Two stars and a wish</h3> <div style="display: flex; align-items: center; justify-content: space-between;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>The comments next to the stars refer to what the child has done well.</p> <p>The comment next to the wand refers to what they need to do next time.</p> </div> </div>	



# Two stars and a wish



Something you have remembered in your writing.

Something you have remembered in your writing.

What you need to remember next time.



How are you finding your learning today?



I can do this!

I'm getting there.

I need help!



# Orange and Green highlighting

Orange highlighter = Think



Green highlighter = Great



# Excellent Learners

Through our English, mathematics, science, computing and topic curriculum lessons, we encourage our children to use and develop the following learner attitudes through our Cheam Park Farm Excellent Learners programme. We believe that, by developing such learner attitudes alongside an excellent grasp of basic English and mathematical skills, our children will be equipped with the skills and attributes needed to thrive in the changing landscape of the 21st century.



# Learning Lens

We use 'Learning Lenses', enabling us to view the most important features of teaching with a sharper focus and greater clarity. Checking, marking and assessment are key factors in pupil progress and central to every lesson.



## PROGRESS

The most important measure of teaching is its impact on progress. The best progress is highly visible, measurable, rapid and sustained across all subjects. This lens gives our teachers the final check as to whether the efforts of their teaching bring benefits in learning. The other six lenses are all factors that affect progress. The progress lens is, therefore, used in conjunction with all of the other lenses. Teachers explore and use each lens in relation to how it promotes and helps them to achieve good and outstanding progress for all of our children.

## ASSESSMENT

Whilst it is possible to make progress in almost anything, the assessment lens helps teachers to plan for progress for individuals in the right things, to the right, challenging standard. This lens concentrates mostly on lesson planning and its importance in focusing lessons on individuals needs and ensuring that outstanding differentiation is at the heart of every lesson.

## CHECKING

The checking lens helps teachers to focus on the signs of progress during lessons. By continually checking on progress, teachers can maximise it and reshape teaching as required. Many methods of checking progress and the subsequent reshaping of lessons actually delay the progress of some pupils. This is because they are too reliant on whole-class techniques. This lens helps teachers to explore ways to check progress and reshape teaching without interrupting the learning of others during the checks. Excellent checking and reshaping has a notable impact on progress. For

this lens to be effective, teachers (and/or teaching assistants) should aim to interact with every pupil, every lesson. Guided groups may form as a result of checking; they will not necessarily be planned for in advance.

## MARKING

Progress is affected by the quality and frequency of feedback. Consistency of quality feedback helps pupils to know what they have done well and helps them to improve. This lens offers an evaluation tool for teachers to assess the quality of their feedback as seen in the visible progress that emerges as a result. Marking Response Time (MRT) is regularly built into lessons each week as appropriate.

## TEACHING

The methods that teachers use to promote progress for individuals are almost unlimited in number. Excellent teaching involves finding the right methods for a particular group, or an individual to ensure they make progress. There is no hierarchy nor any preferred methods at Cheam Park Farm Primary. Instead, this lens, by maximising our Teaching Development Programme, helps teachers to explore new methods and to evaluate the effectiveness of those already used in maximising progress for all. One thing that is consistent in every lesson is a relentless focus on learning and progress. All teachers ensure that they maximise the time children spend on purposeful learning activities in every lesson – always enabling good progress to take place.

## BASIC SKILLS

Best thought of as the 'silent objective' of every lesson, the basic skills lens helps teachers to maximise opportunities for developing writing, mathematics and reading in every lesson.

## ATTITUDES

The attitudes lens helps teachers to focus on the learning skills and behaviours of pupils. Excellent teaching promotes, almost intuitively, the right balance between

academic learning and the attitudes required for competent learners. This lens helps teachers to identify the traits of a competent learner and ways in which the traits can be promoted in all lessons.

Through our English, mathematics, science, computing and topic curriculum lessons, we encourage our children to use and develop the following learner attitudes through our Cheam Park Farm Excellent Learners programme. We believe that, by developing such learner attitudes alongside an excellent grasp of basic English and mathematical skills, our children will be equipped with the skills and attributes needed to thrive in the changing landscape of the 21st century.