

Marking Policy

Intent

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research (2021) shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell pupils when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload stress and anxiety.

In addition, the National Centre for Excellence in Teaching Mathematics (NCETM) advises that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Following an evaluative process for **meaningful, manageable** and **motivating** feedback and marking, we implement a 'live marking' approach that incorporates feedback which is relevant, specific and can be followed-up. We have a streamlined system that meets the requirements for each subject area. For example, teachers feedback on writing using the '3 Ways to Edit' outlined in The Write Stuff approach, while using verbal feedback and peer-, self- and teacher-marking for Maths. This will take place while learning is happening so that errors or challenges can be addressed immediately. In all subjects, an element of self-assessment will be expected, such as checking spelling; reviewing accuracy of data and checking clarity. A shared code for all subjects will ensure that students and teachers all understand the marking and feedback.

Implementation

Teachers at Al-Islamia will adopt the live marking strategy. Teachers will implement this strategy by:

- Providing feedback (written or verbal) during task completion
- Provide immediate scaffolding, challenge or additional practice following in-class feedback
- In all lessons besides Writing: 'Box off' and mark 1/3 of each piece of work, at a minimum
- Use the marking codes within the 'boxed off' portion of work (Appendix 1)
- Where 1/3 has been self- or peer-marked, this should be initialled by the teacher in acknowledgement – pupils should be taught how to provide feedback that is KIND, RELEVANT and SPECIFIC
- Expect and check for corrections of highlighted errors
- Identify up to 3 spelling errors for KS1 and up to 5 spelling errors for KS2
 - Year 1 will be expected to use phonetically plausible spelling for decodable words and to begin spelling Tricky Words correctly.
 - During Autumn 1, Year 2 will be expected to use phonetic spelling, but begin developing an accuracy for spelling common exception words. From Autumn 2, marking of spelling will be focused on common exception words, and familiarising children with the Spelling requirement outlined in Appendix 1 of the National Curriculum Framework
- For Writing:

We promote **IKHLAS**:

Inspiration – **Knowledge** – **Healthy Living** – **Leadership** – **Aspiration** – **Spirituality**

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- Teachers will mark the piece using the '3 Ways to Edit' strategy created by The Write Stuff. The Appendix has an outline of the expected implementation of this strategy, and this is also referred to and explained in the English Writing Policy. Children will be guided through the editing process when work is marked during the INNOVATE phase.
- For early writers, teachers will write the corrected word/phrase for children to copy.
- Children will use the bottom portion of the 'sentence stacking page' to correct their spelling errors.
- Transcription for early writers: teachers will model the correct formation of the letters in up to 3 words for children to copy. All other writing attempts will be annotated so composition can be assessed.

Spelling errors and evidence of early transcription do NOT denote gap in knowledge or subject content – annotation and verbal feedback are vital windows into assessment for learning.

Impact

Children should become increasingly familiar with this marking strategy, and independently check and respond to notes, highlighted errors and verbal feedback. By Year 4, children will also develop confidence with using a green pen to self- and peer-edit.

Teachers and children should also become more aware of areas for development, with feedback providing evidence for setting individual targets and informing planning and support more meaningfully.

The consistent and individualised feedback should not only provide effective critique and review of children's learning and understanding but should also enable teachers to implement a satisfactory work-life balance.

Review Date: September

Appendix 1:

Marking Codes

● or ?	This is incorrect. Correct errors
sp	Spelling mistake Early writers: Copy teacher's spelling of word Established writers: Correct your spellings using a word list or dictionary
↔	Letter or number facing the wrong direction Write your letter or number the right way round
 (wiggly line)	Does this make sense? Re-read and correct your work
<u>tuesDaY</u> (letters/words underlined and/or 'gr')	Grammar/punctuation error Correct grammar/punctuation
^	Missing word Re-read your work and add the missing word
/	Space needed between words
//	New paragraph needed
Date?/L.Q.?/Title?	No date, Learning Question or Title Insert date, Learning Question or Title
TA	This work was marked by a support teacher
Supply/Trainee Teacher	Lesson was delivered/marked by supply/student teacher
PM	My classmate marked my work
SM	I marked my work

Writing in blue: How students should respond

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Appendix 2:

The Write Stuff – Editing

Writing will be ‘marked’ with three codes:

- E1 – REVISE spelling, punctuation or missed words.
- E2 – REWRITE a sentence or paragraph due to e.g. clumsy word order, etc. *This will be noted with an ‘x’ at the beginning and end of the relevant section*
- E3 – REIMAGINE – a sentence by adding further detail. *This will be noted by inserting a ^ after the relevant sentence*

During the INNOVATION phase:

E1: *This will be noted as follows: E1 = sp/gr/p. Child will then identify the specific error and write the correction in the correction box.*

Verbal feedback will be provided by the teacher alongside the marking so children can accurately identify and make corrections/edits to their writing.

During the INVENT phase:

E1: *This will be noted as follows: E1 = 5, which means that the teacher expects the pupil to find and revise 5 errors in spelling/punctuation. These will not be explicit, i.e., the pupils must identify and make accurate corrections.*

Before handing out the annotated pieces, the teacher will model correcting a passage that is reflective of the aspects that have been highlighted during the class marking.

Upon receiving the annotated piece, children will be given a time limit within which they should complete all E1 revisions, followed by a time limit for E2 edits and then E3 review.

Pupils WILL need support and time to understand this strategy and so there will be an expectation that the first independent piece will be scaffolded with more instructions than would be expected. In subsequent units, this will lessen until children are confident with implement the strategy.