Philosophy:

- Pupils need to be supported in understanding how to improve their work in order to sustain good progress.
- Teacher's need to assess pupil’s work to judge when extra support may be needed to consolidate learning, to accelerate progress or to challenge thinking.

Aims/Principles:

Marking should praise, but also give support and consolidation.

1. **Support** – Ask pupil to use certain concrete objects to have a go at correcting incorrect answers. Show clear layout and which steps to follow. Scaffold marking.
2. **Consolidate** – This is more than just getting the pupil to do ten more sums. The examples should be tailored to the errors a child has previously made after guidance has been given.

Procedures and codes:

- Stamp used for when objective is achieved.
- Calculations to be checked and targets noted (termly)
  - Objective has been taught but not understood
  - Objective has been taught and there is a some level of understanding
  - Objective has been taught and mastered by child
- **VF** (Verbal feedback) - when discussed with a pupil during the lesson.
- **TA** (Teaching Assistant)- When TA has worked with a targeted group
- **I** - when pupil has worked independently
- **IS**- intervention session with individuals outside of the regular maths lesson

Assessment and Targets:

- Keep updated throughout the year
- Should show progress, coverage and areas for concern (indicated using the triangle system)

Pupil response:

Pupils need time to develop this skill from Yr1 to Yr6, and throughout the school year.
Work that is marked developmentally requires a response from the pupil. Pupils need time to develop this skill from Yr1 to Yr6, and throughout the school year appropriately.

In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEN will need support to enable this.

For pupils in KS1 and where developmentally appropriate as designated by SEN Support Plans, communication of the feedback will be supported by adults.

Self-assessment:

Opportunities should be given at the end of each lesson for pupils to reflect about the lesson. This should be recorded daily.

- KS1 and KS2 will do this using the triangle system

Role of other adults supporting

- Support staff may sometimes be asked to mark work with groups of pupils. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking.
- Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy.
- Student teachers in school are required to follow this policy as appropriate, however the class teacher is also required to initial marking completed by the student to ensure quality assurance.

Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

SEND and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean supporting pupils to read comments, it may mean recording verbal feedback and response.
**Monitoring and Evaluation**

Monitoring of the policy will be carried out through work scrutiny led by the Headteacher and SLT as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils’ outcomes.

The Headteacher will also monitor the impact of developmental marking through work scrutiny and as part of lesson observations to monitor the quality of teaching and learning in the school. In Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys. This will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

Books will be looked at as part of lesson observations and feedback given accordingly. Whole school work scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.

Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision and impact of the Pupil Premium Grant.

**Policy Review**

This procedure has been agreed by the staff and Governors and will be reviewed in line with the school’s cycle of policy reviews, by Autumn 2018.
# My Teacher’s Marking Key

<table>
<thead>
<tr>
<th>I need support from an adult.</th>
<th>Triangle assessment system</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the objective.</td>
<td>Class teacher support</td>
</tr>
<tr>
<td>TA</td>
<td>TA support</td>
</tr>
<tr>
<td>VF</td>
<td>Verbal feedback</td>
</tr>
<tr>
<td>Supply</td>
<td>A supply teacher has taught the lesson</td>
</tr>
<tr>
<td>Correct answer</td>
<td></td>
</tr>
<tr>
<td>Incorrect answer</td>
<td></td>
</tr>
<tr>
<td>IS</td>
<td>Intervention session</td>
</tr>
<tr>
<td>GS</td>
<td>Group session</td>
</tr>
</tbody>
</table>

This is how we form our numbers:

```
0 1 2 3 4 5 6 7 8 9 10
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