



# Richmond Hill Marking Policy

## At Richmond Hill we believe:

Every child has a right to a broad, balanced, coherent, consistent curriculum driven by high expectations of behaviour and achievement enveloped in a rich spectrum of experiences.

## Our Golden Rule:

‘Our children are at the heart of everything we do.’

## Introduction

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.

## Aim

Marking should be meaningful, manageable and motivating, and should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.

## What do OFSTED say?

- Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.
- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.
- If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

## Richmond Hill Non-Negotiables

At Richmond Hill, the 'In the Moment' marking approach is adopted to enable all children to receive effective and instant feedback to feed forward. Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis.

### **When Marking 'In the Moment'**

Dates and learning objectives are checked and children are given the opportunity to correct if copied incorrectly

Marking is focused upon lesson objectives and success criteria (differentiated accordingly).

Verbal feedback to children will provide opportunities to self-regulate, address misconceptions in the moment and move their learning forward through opportunities that lead to depth in knowledge and understanding.

Marking is to be done in a clear legible handwriting using the schools handwriting policy

Marking is used to support the day-to-day assessments of learning so that difficulties are identified immediately and misconceptions can be addressed in the lesson

Across all lessons, there should be a greater emphasis on 'In the Moment' marking, however sometimes, for whatever reason, staff will be unable to mark in the moment.

### **When Marking Remotely**

Dates and learning objectives should be checked to ensure that habitual errors are not being made.













The content of the learning should all be read in detail and checked against the learning objective (differentiated accordingly).

A tick and/or a short, written acknowledgement e.g. 'Great work' should be used to show the pupil they have achieved the learning objective and they should be proud of their work.

Misuse of capital letters, full stops, finger spaces, handwriting, letter formation and incorrect spellings should be highlighted across all written work throughout key stage 2.

Pupils must be given time to respond to in-depth, remote marking, improving their self-regulation and independence to correct their own errors.

## Marking of Specific Subjects

<p>Literacy</p>	<p><b>Key Stage 1</b></p> <p><b>Key Stage 2</b></p> <p>In key stage 2, the following codes will be used to prompt the children to edit and improve their work, after it has been marked. All editing by children should be done in green pen.</p> <table border="1" data-bbox="810 450 1437 815"> <tr> <td></td> <td>Spelling error</td> <td>^</td> <td>add in</td> </tr> <tr> <td>gr</td> <td>Grammar error</td> <td>C</td> <td>correction</td> </tr> <tr> <td>P</td> <td>Punctuation missing</td> <td>VF</td> <td>verbal feedback</td> </tr> <tr> <td></td> <td>adult supported</td> <td>T</td> <td>change tense</td> </tr> <tr> <td></td> <td>peer assessment</td> <td>V</td> <td>improve vocabulary</td> </tr> <tr> <td></td> <td>see me</td> <td>*</td> <td>see comment</td> </tr> </table> <p>Incorrect spellings will be highlighted in green. If the child is expected to know the correct spelling, then the correct spelling will not be given, meaning the child should be able to source the correct spelling for themselves, before correcting in their work. If the child has tried to use high-level vocabulary, but has made a spelling error, the correct spelling will be given. The child should then re-write the correct spelling three times, before correcting in their work.</p> <p>In addition to the above, within an in-depth mark, each should be given a tick, with a following comment, stating what they have done well in their learning, in relation to the learning objective for the lesson. Each child should also be given a horizontal arrow, with a following comment, giving them a target moving forward.</p> <p><b>Staff should be reminded that remote or in-depth marking should only be done when it is meaningful and effective for pupil progress.</b></p>		Spelling error	^	add in	gr	Grammar error	C	correction	P	Punctuation missing	VF	verbal feedback		adult supported	T	change tense		peer assessment	V	improve vocabulary		see me	*	see comment
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<p>Science</p>																									
<p>Foundation Subjects</p>																									

## **Special Educational Needs and Disabilities**

When marking the work of children with Special educational Needs and Disabilities, we take into account the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers. Reasonable adjustments will be made to that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.