



Uplands Junior School

Developmental Marking Policy

May 2023

This policy been written in conjunction with the UN convention on the rights of the child: article 2 non-discrimination, article 3 best interest of the child and article 29 goals of education.

Teachers Standards

Section 6 – Make accurate and productive use of assessment.

6.4 Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to feedback.

The names persons to monitor this are the Senior Leadership Team.

What is marking for?

The aim is to develop a higher level of consistency across the whole school and to move the pupil's learning forward.

Definitions:

SLT: Senior Leadership Team

FT: Forward Thinking – a teaching point of question that will follow the positive affirmation. This may include a correction, spelling, improvement point, reasoning task or question. A (FT) may not be required for every child in every piece of work. This should be to each teacher's professional judgement and monitored by the SLT.

Target stamp: to show pupils they have achieved a target and encourage pupils to tick off relevant targets.

Developmental Marking Across the curriculum

1. Developmental marking should be clear, concise and requiring a response from the pupil to aid pupil's progress.
2. Developmental marking is when the teacher's marking focuses on a particular aspect of the pupil's work.
3. This aspect will be highlighted as being something which may need to be addressed by the individual to enable them to make progress or further develop a skill.
4. The teacher should provide a clear example or point for the pupil to follow and the pupil should practice or respond (including verbally) to this immediately
5. Time must be made available for the pupil to read and or have explained to them (age appropriate) what is expected of them.
6. Time must also be made available to enable the pupil to provide a response to the teacher's marking focus.
7. An acknowledgement of the pupil's response needs to follow. This could take the form of a tick, a stamp or a further comment from the teacher.

8. Developmental marking should lead to a more focussed and specific approach to marking.
9. This should be more time effective for the teacher and have more meaning for the pupil.
10. The target met stamp may be used, within English and Maths, during the lesson to move learning on as teachers respond to the work being undertaken by the pupils.
11. Within Maths marking may require staff to model any number/s that require action due to its/their shape, size or position.
12. When working with a focus group within English and Maths teachers will have given children verbal feedback regarding their work throughout the session. This will be demonstrated through a 'Verbal Feedback' stamper.
13. FT tasks may be identified through written form, glued in task or yellow highlighter.
14. Children self marking should only take place when modelling and teaching is part of the process, for example within Maths mental starters and SPAG starter activities. Children will complete this with a purple pen.
15. Within Foundation subjects marking will reflect the subject specific context, for example within history any FT comments should relate to the historical content of the work.
16. Within Reading Journal activities comments will reflect and encourage the 'Love of Reading'.
17. Within 'Free Writing' marking will be against the purpose of the write only.
18. Three weeks throughout the year will be 'light marking weeks' this will be decided between staff and SLT.

Progressive Marking within SPAG:

Sp = spelling correction

P = punctuation correction

G = grammar correction

CL = capital letter correction

1. STEP 1: SPAG initial in the margin or yellow highlight and the error identified.
2. STEP 2: SPAG initial or yellow highlight on the same line as the error.
3. STEP 3: SPAG initial or yellow highlight at the bottom of the paragraph where the error has occurred.
4. STEP 4: SPAG comment made within the FT after the whole piece.

These stages are progressive to meet the needs of the children.

By the time children reach year 6 writing must be more independent – marking should not be against specific features and marks placed directly on their work.

Children will be taught to underline any spellings they feel are incorrect and taught to use a dictionary, thesaurus, working walls or vocabulary banks etc to edit their work independently.

Remote Learning Marking

Children access remote learning through 'Google Classrooms'. Feedback can take many forms and may not always mean extensive comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Pupils can send any completed work to teachers via Google classrooms. Teachers will provide feedback in the form of a short comment, further thinking questions or a digital sticker.
- Work can also be emailed in via the school email address uplandsjuniorschool@wolverhampton.gov.uk or brought into the office and this will be forwarded to the class teacher. Marking of this work will not be immediate.
- Paper based work will be looked at by the teacher after a quarantine period. Feedback (either a short written comment or oral) will be provided.

Monitoring of Marking:

1. Children **MUST** respond to the FT that the teacher has made. This can be carried out: at the end of the lesson, at the beginning of the next lesson or during registration. Children will use a purple pen to show editing or improvements.
2. Different colours pens may be used across depending on the role of the member of staff to support SLT in their monitoring of marking.
3. The SLT will: sample sets of books, keep a record of any issues/strengths, feedback to staff, work alongside colleagues and involve the following: Subject Co-ordinators, the Headteachers and Governors.
4. The SLT will collate examples of good practice to share with all staff.

Marking by a Level 2 Teaching Assistant will:

1. All level 2 and above teaching assistants are required to mark any work they have completed with their group or individual children.
2. Marking needs to be in the form of a tick and no comments are required from the teaching assistants.
3. At the end of each session there does need to be verbal feedback between the teaching assistant and the teacher.
4. Teaching assistants are required to use the 'TA assisted work' stamper when they have supported a child to reach the learning objective.
(For guidance see TA Marking Expectations)

Marking by a Level 3 Teaching Assistant will:

1. As that of a Level 2 teaching assistant.

2. Monitor learners' progress in order to provide focused support and feedback.
3. Contribute to maintaining and analysing records of learners' progress.

Response from the pupils:

1. Pupils will respond to any FT points they have been set.
2. Pupils will initial the teacher's comments to show they have been read.
3. At the end of their work pupils will traffic light to show how they felt and met the learning objective.

Headteacher: *Mrs S Webster-Smith*

Date: May 2023

Next review date: May 2025