
Marking For Progress 2024 - 2025



Kindness



Focus



Creativity



Responsibility



Collaboration

The most powerful single modification that enhances achievement is feedback. (John Hattie, 1992)

Introduction

We aim to ensure that all marking informs the children what they have done well and what they need to do to improve their work. Marking is a means of supporting pupil confidence and self-esteem which in turn accelerates pupil progress which we aim to improve through feedback. We believe that regular and consistent marking is pivotal in supporting adults' knowledge of all pupils, allowing them to refine and plan next steps in learning. In addition, our feedback supports the self-assessment process, encouraging our pupils to be self-critical.

Our work is underpinned by the belief that pupils make progress when they are shown strategies for development. New Wave Federation staff mark pupils' work using a variety of prompts dependent on individual needs and stages in learning.

Links to other policies

This should be read in conjunction with the:

- Teaching and Learning Policy
- Assessment Policy

Types of Marking

Four types of marking and feedback occur during teaching and learning within the New Wave Federation:

1. Instant Feedback - teachers' considered intervention prompts deeper thinking, and swiftly addresses misconceptions during lessons. This takes the form of verbal feedback and/or 'over-the-shoulder' marking and occurs through effective questioning, to clarify, address misconceptions or refocus tasks and enquiry. Mini plenaries and mid-lesson adjustments may also be used where the teacher has identified a common misconception amongst the class. Instant verbal feedback and marking may also be given during a 1:1 learning conference with a pupil or in a group. It is used at the point when the misconception or gap in knowledge appears rather than at the end of the lesson.
2. 'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
3. Red Pen Prompts - developmental marking in which incisive feedback on attainment and success is given and a response from pupils is required to strengthen the teaching and learning process, in order to accelerate progress towards greater depth of learning.
4. Overseeing self-assessment and peer assessment of the attainment and success of a piece of work to ensure the validity of pupil's achievement.

Instant Feedback

During lessons teachers aim to mark as many pupils' books as possible to gain a good overview of pupil progress. This instant feedback aims to counter misconceptions and empowers pupils to make rapid progress. Evidence shows that instant feedback has the greatest impact on pupils' learning.

Post lesson Feedback

After lessons, marking responds to the pupils' efforts in the lesson. It might be longer but should be succinct, child-friendly and age-appropriate. Questions may also be used to allow a teacher to determine how well material has been learned, informing their decision to move on or to provide additional instruction. Checking for understanding, allows pupils to elaborate their thinking and make deeper connections between different ideas and concepts, strengthening their understanding. It also alerts teachers to aspects of the material that might need to be re-taught. Comments are personal, take into account the work that the individual has done and ask appropriate questions to deepen reasoning skills or model improvements.

Types of Prompts

All marking, whether during or after the lesson, aims to move children on in their learning. However, there are different styles of comments depending on the needs of the pupils.

Example Prompts - If a pupil is struggling with the learning, then teachers can give an example prompt that models the concept or skill being taught in order to re-teach or clarify.

Scaffold Prompts - If a pupil partially understands the learning, then the teachers can give a scaffold prompt in order to consolidate their understanding. Scaffolds include modelling a skill or process, providing a checklist or writing frame or a partial example for a pupil to complete.

Challenge Prompts: Next Steps - If a pupil totally understands the learning, then the teacher can give a challenge prompt that extends their learning, moving them on to the next stage towards greater depth. It might involve applying learning to a different context, identifying and addressing misconceptions or linking learning to other areas to build understanding.

A breakdown of the specific approaches in our classrooms is included in Appendix 1

Green Pen Response

All children should read and respond to any marking prompts which have been left by a member of staff. The children always respond using a green pen. In each class, enough time must be spent teaching pupils how to respond quickly and effectively in green pen. Pupils' responses will increase with independence, greater depth and maturity. This process will look differently developmentally across each year group increasing with independence and complexity with maturity and skills of pupils.

Pupils are expected to respond in an appropriate manner, answering questions or completing examples, using modelled examples and completing challenges. Staff may find it necessary to respond further to green pen comments should there be a need for further dialogue.

Acknowledgement of Response

This should be swift, in line with the marking policy and not ordinarily an open opportunity for longer dialogue.

Children should be taught to independently review, edit and improve work as part of the assessment process. Children may need to be given time to redraft sections of work or complete additional practice of a particular skills as part of their response to feedback

Non Negotiables

'Marking for Progress' must be fully adhered to in all classrooms to ensure children are given constructive and purposeful feedback.

Red pen should always be used to mark books. Red pen comments should highlight what pupils have done well through specific praise.

Red pen prompts should meet the needs of pupils and move them forward in their learning. Children should respond to red pen comments in green pen.

Adults should mark as much as possible with children alongside them and record comments.

Books should be used as learning tools where mistakes are used as discussion points and editing and redrafting is a familiar process.

Where children have self-assessed, teachers should indicate if they agree with the self-assessment.

Housekeeping marking (secretarial marking) should be kept to a minimum and should focus on gaps in age-related key skills. Where possible, children should be encouraged to go back and edit their own work for missing punctuation, spelling errors, grammatical errors or number fact/place value errors.

Marking for Progress

At New Wave Federation we understand the power of feedback and the impact that quality responses during lessons have on children's learning. Pupil's ability to review and respond to their work is a significant part of how we improve their educational outcomes. Marking and feedback are most successful when they are used to provide opportunities for pupils to demonstrate their own, independent voice and to find ways to express their knowledge and understanding across varied content domains.

Staff know that marking and feedback can also provide the learner with new information, alternative strategies and can be used to clarify ideas and provide encouragement. Equally, staff know that feedback can be detrimental when it lacks purpose, is administered to groups of pupils or is timed poorly.

Acknowledge

Work is acknowledged. Pupils know that their answers are right or wrong. Secretarial marking corrects fundamentals such as spellings, letter or number formation or presentation expectations.

Recall

In addition or in place of upskilling, teachers ask questions in their feedback which assess understanding by asking children to use their skills or knowledge to prove their recollection. Pupils are asked to use their new skills.

Upskill

Marking provides modelled or explained feedback which improves the child's understanding and ability to progress. This is addressing misconceptions or challenging them by extending them beyond the objective.

Retrieve

Pupils are asked to retrieve facts or information from previous learning making links and connections. In addition, questions posed ask the children to justify and explain their answers, drawing conclusions.

Marking for Progress

Acknowledge



✓	Correct answer
Δ	Correct this sound
Sp	Check the spelling of this word (sound it out)
P	Check your punctuation here
○	Check the capital letters in this sentence
^	Insert a missing sound or word here
└─	Remember finger spaces

Recall



Using what you have learnt, label the following features on the map...

Match the vocabulary to the correct definition.

Arrange the events in chronological order.

Now that you know this, use the skills to answer this word problem...

How does ... work?

After ... happened, what took place as a result?

Upskill



Start a sentence with a verb to show your character's emotions.

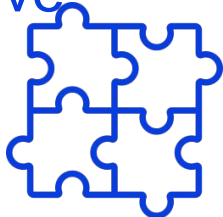
MT: Trembling, he fled from the beast. YT:

Tyler writes: $\frac{1}{3} + \frac{1}{2} = \frac{2}{5}$ What mistake has he made? What steps should Tyler have taken?

You have said burning is an irreversible change, explain your thinking with an example.

What facts would you select to prove that not all Vikings were warriors?

Retrieve



How did today's fraction work build upon your mathematics learning from last week?

How is the arrival of the Vikings similar to the conquest of the Britain by the Romans?

“Without maps there is no geography.”

Discuss your reaction to this statement with at least three pieces of evidence

How does the repeated use of rhythm in the poems of Michael Morpurgo engage the reader?

Appendix 2 - Marking Codes

Reception Marking Code



All marking should be done **alongside the child** and focus on the individual child's next steps. Positive, specific praise is given orally, and then the following codes are used to support children to improve their work with the adult next to them to check.

✓	Correct answer
○	Correct this sound/capital letter/full stop.
Sp	Check the spelling of this word (sound it out)
^	Insert a missing sound or word here
┆┆	Remember finger spaces

Key Stage One Marking Code



✓	Correct answer
Δ	Correct this sound
Sp	Check the spelling of this word (sound it out)
P	Check your punctuation here
○	Check the capital letters in this sentence
^	Insert a missing sound or word here
┆┆	Remember finger spaces

Key Stage Two Marking Code



✓	Correct answer or well written point
Sp	Check the spelling in this sentence
P	Check your punctuation in this sentence
○	Check the capital letters in this sentence
//	Use a paragraph here
T	Check the tenses in this piece of work
^	You need to add a word here
?	Check your working here
R	Explain your reasoning

<i>Policy reviewed</i>	September 2024
<i>Adopted by Governing Body</i>	October 2024
<i>Review date</i>	October 2025