



Oakwood Primary School Marking Expectations and Code

Last updated: 8 November 2014



Marking at Oakwood Primary School



It is our responsibility, in accordance with the **United Nations Convention on the Rights of the Child**, to develop every child's personality, talents and abilities to the full (*Article 29*). One of the ways we encourage this is through our Marking and Feedback. Every child has the right to an education (*Article 28*) and we are fully committed to providing this.

Marking is primarily about **supporting children** to make as much **progress** as they can.

It should be **accessible** for children and **manageable** for teachers.

It should be **motivational**. This means that it should offer children:

- Praise for their success
- Acknowledgement of hard work
- Recognition of progress

It should relate to:

- The **Learning Objective** (are they better at what you wanted them to be better at **in this lesson?**)

and/or

- Any appropriate **Curricular Target** (have they shown progress towards a **longer term target?**)

It should be **formative**. This means it should offer children at least one of the following:

- an explanation
- a strategy
- a way forward
- a clear correction
- a target for future work
- a worked example

It should **inform planning**:

- by looking at gaps, misconceptions and trends in a lesson or series of lessons (eg. "Nearly half the class got that wrong!")

It should inform the setting of **curricular targets** by subject leaders:

- by highlighting year group or whole school areas for development over time (eg. "They're struggling with paragraphing extended pieces of work" – "Yes, we've found that too...")

It should **not** be done to please external audiences:

- Marking is about **children's progress**, not for parents or inspectors.

It should be **consistent** across the **entire school**:

- The marking codes in this document **must** be followed.



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All pieces of work must be acknowledged by staff initials even if no further marking is required.

All work should be marked using a pen which contrasts clearly with the colour of the work. If you scribe for a child, this should also be in a contrasting colour.

At least **once a week**:

- Every child should be given at least one **Response Task** in both English **and** Maths
- Every child should have their book marked **during the lesson** in both English and Maths
- Every child should have the opportunity to **either** peer **or** self assess in **either** English **or** Maths

Circle Codes

All pieces of work must have a code to indicate the level of support. This is the following set of letters, **all in circles**, and can be added by the child or an adult:

	Independent Work (worked entirely independently, with no support from another adult or child)
	Collaborative work (worked only with other children)
	Received Support from Class Teacher (either as a guided session, 1:1 or support as part of the lesson)
	Received support from TA (either as a guided session, 1:1 or support as part of the lesson)
	Received support from another adult (either as a guided session, 1:1 or support as part of the lesson)
	Work done at home (This is any work done or completed at home. If an adult helped, OA can be used alongside H)
Year R Specific	
c-i	Child Initiated
a-i	Adult Initiated
a-d	Adult Directed

Different circles can be added to different sections of the work if they were done, for example, with different levels of support or completed on different days.



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Stampers and Stickers

The school provides teachers with a range of stampers which should be used.

Motivational Stamper

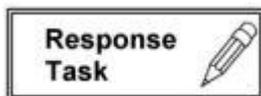
Each teacher has a motivational stamper which counts as awarding a house point.



This can be used in conjunction with a praise comment or stickers if the work merits more than one house point.

Marking Message Stampers

Each teacher also has a set of three rectangular stampers:



This stamper should be used whenever a **response task** is given to make it clear that it has been set and draw attention to it for the child.

Any response task given **should have time given** for it to be completed.



This stamper should be used to record a very brief record of **verbal feedback** given to a child. It needs to be used in conjunction with a short comment.

Eg. You may have talked at length about how to calculate the missing angle on a shape and demonstrated this, returning to the child later in the lesson with a follow up discussion about calculating missing angles on a 180° line. You can use the stamper as follows:



calculating missing angles.

You can write about your conversation, but **children can too!**



This stamper is used to highlight a child's progress towards the current **Curricular Target**. For Year R this is a **Thumbs Up** target stamp.



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Mini-Markings

We will use the term **mini-markings** for the “secretarial” or “functional” markings required in written work (not just English!) and Maths.

✓	<p>Correct answer (This can be used in English or maths, by children or adults)</p>
✘	<p>Incorrect answer (This should be used in English or maths, particularly if an answer is factually or mathematically wrong, eg. $2 + 3 = 6$ ✘. Avoiding using a cross to be politically correct isn't appropriate.)</p>
?	<p>I'm not sure what you mean/how you worked this out... (This can be used in English or maths. Underline with a wavy line or bracket the section which doesn't make sense and write ? in the margin or nearby)</p>
sp	<p>Spelling mistake (Underline the word which is spelt incorrectly with a straight line and write sp in the margin or nearby. Please also correct spellings in maths books, particularly mathematical vocabulary.)</p>
//	<p>New paragraph (Use to show that a new paragraph is needed; sometimes you will need to add a quick explanation of why a new paragraph is needed, eg. New scene, time has moved on, new character speaking etc.)</p>
^	<p>Omission mark (This should be used if something is missing, most likely in cases where a ^ is missing.)</p>
○	<p>Capital Letters and full stops (circle if they are missing)</p>
P	<p>Presentation (This can be used with by square bracketing any section you want to draw attention to, where presentation needs improving. Don't forget to say how presentation should be improved and if you want sections to be repeated or copied out again. Also don't forget to comment where presentation is good or excellent!)</p>
	<p><i>These rows are deliberately blank. Add any codes you use, or that you think are needed, to your copy for future discussion.</i></p>



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Peer and Self marking

We expect children to add the **circle codes** themselves to show who they have worked with.

We will expect children to learn the **mini-markings** as they move through the school, so that in self and peer marking, they can use the same symbols their teachers use.

Smileys and Traffic Lights

When answering questions about their work which **don't have a criteria-based answer**, such as:

- How well have I done on this work?
- To what extent have I met the learning objective?

...children can use **smileys**...

	I feel really confident about this work I think I've met the learning objective really well I need more challenging work next time
	I need more practice on this work I think I've met some of the learning objective I need more time or practice to make more progress
	I really didn't understand this work I don't think I've met any of the learning objective I need some help to make more progress

...or **traffic lights**...

	I feel really confident about this work I think I've met the learning objective really well I need more challenging work next time
	I need more practice on this work I think I've met some of the learning objective I need more time or practice to make more progress
	I really didn't understand this work I don't think I've met any of the learning objective I need some help to make more progress



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Self and peer assessment grids

When assessing whether children have met the success criteria/toolkit for a piece of work, a variety of grids can be used.

Because children are assessing to a set of criteria, rather than saying to what extent they have done something or how they feel about it, we should start in Year 1 by assessing each criterion with a YES (✓) or a NO (✗). This will take the format of **Must, Should and Could** for younger children, with variations and adaptations being used as children progress through the school. Smileys or traffic lights or marks out of ten, etc. should not be used. Children either did meet that particular success criterion, or they did not.

Success Criteria	I have found this in my writing	
Past tense	✓	✓
WOW vocabulary	✓	✓
Simile	✓	✓
'ing' starter	✓	✓

Success Criteria	I have found this in my writing	My partner found this in my writing	My teacher has found this in my writing
A repeating phrase.	✓	✓	✓
Wow vocabulary	✓	✓	✓
At least 1 simile/personification	✗	✓	✗
Alliteration	✓	✓	✓
Onomatopoeia	✗	✗ marked by Ann	✗

As children move through the school, we should ask them to be more evaluative than simple ticks/crosses, Yes/No responses.

This might include a couple of rows of Yes/No responses and then space on the grid for an additional evaluative comment or response, especially if there are crosses or Nos.

Success Criteria	I think...	My learning partner thinks
I found three prime the next three numbers in the sequence	✓	✓
I found the next five numbers in the sequence	✓	✓
I explained the rule for the sequence	✓	✗
This is what my partner says about my explanation: Andrew explained his rule but I wasn't sure that I understood it. He needed to go slower and give an example.		

Please **always use a grid** for this activity.

If children are only highlighting (as in the example here), it makes who has said what less easy to see...

Success criteria
• clear introduction and conclusion
• organised in clear sections
• ideas developed within each section
• Rhetorical question addressing the reader
• ("...S,S,S,C,A,A,A...!")
• Connectives within sentences and at the start of sections
• Written in the passive tense (not I or we)
• Formal language





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Are these the only markings we can use on work?

The codes and systems in this document are **minimum expectations**, but they do not preclude additional marking.

You will need to use your professional judgment to decide what is appropriate.

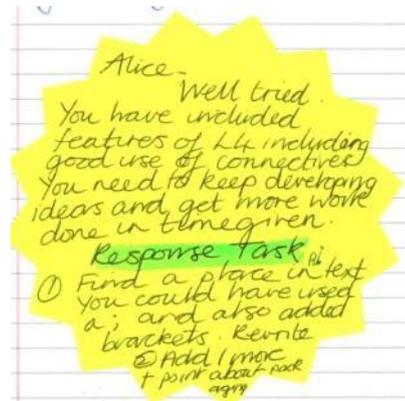
However...

- No codes should be used **instead of** or **as replacements for** the codes in this document;
- Any **additional** codes used should be clear to the children, other adults and **displayed very clearly** in your classroom **for reference**.

You are welcome to use ideas from the TLC and from courses and to experiment with different ways of marking. If what you plan to do **contradicts** anything in this document, rather than adding value to it, you must ask advice first.

Two really good examples of experimentation which are entirely appropriate:

Use of fluorescent flashes to highlight and draw attention to comments...



Work on the Olympics where, instead of using smiley faces or traffic lights as the three levels of self/peer assessment, one class has used bronze, silver and gold medals to award to work.





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Frequently Asked Questions:

Do we expect children to use this code when peer or self marking?

- Yes. As children progress from Year 1 to Year 6, they should be taught to use the code themselves.

Should every spelling mistake be corrected?

- Use your professional judgment to correct spellings which children should know, or highlight them for correction by the child themselves, depending on which stage of the spelling logs they are on. (eg. A child working on the green log will have some complex spellings corrected, but a child struggling on their red log will not...) Key Stage 1 children should have phonics/key words corrected.

Should all work (eg. in sketchbooks, topic books) be marked according to this code?

- Some of it will be. Going back to the purposes of marking, if detailed marking is required to make sure a child makes progress, then yes. If it's a final copy piece of work for a topic book, where drafts and edits have already been marked, then no. It is important, however, that basic skills across the curriculum, are of a consistent standard (eg. good quality writing should be in all subjects, not just English). Use your professional judgment.

Notes

Please make any notes here which you think would be useful for future discussion...