



Balfour Junior Academy
Guidelines for Effective Marking

Overview

- Every piece of work produced by a child, across the curriculum, is marked or acknowledged by the initiating adult. The depth of this is left to the discretion of the class teacher and depends upon the nature of the activity
- Written comments are always in green ink. Ticks in green ink are used to identify positive elements of work, with the exception of writing where a green highlighter is used
- Corrections within the work are identified using a pink highlighter
- Adults marking a piece of work are expected to use neat, joined and legible writing that models the Nelson Handwriting joins
- During assessment weeks, work can be stamped with 'Assessment Week'. However, this should **not** happen in Creative Writing books
- Work supported by an adult is initialled next to the learning objective by the supporting adult to clearly distinguish it from independent pieces of work
- If a child is absent from the lesson, the short date is written in the margin and 'absent' or 'intervention' as well as the learning objective for that lesson is written next to this.

Verbal Feedback

- Verbal feedback is preferable as this gives children the opportunity to discuss their ideas directly with an adult
- Verbal feedback can take place either during the lesson or at other times during the school day (French, assemblies, PPA)
- Where this has taken place, 'VF' is written inside a circle in the margin
- If a child has received verbal feedback, this should be evident in the work, whether it is the adult modelling something in the book, through corrections completed by the child and/or changes made by the child through editing their own work
- If the child has received verbal feedback, it is acceptable for the work to be ticked and initialled with no written comment left

'Next-Step Comments'

- It is left to the class teacher's discretion whether a piece of work requires a 'next-step comment'. Not all activities lend themselves to be marked in this way and therefore will only need to be ticked and initialled
- If the class teacher deems it suitable for a 'next-step comment' to be left, this will be written at the bottom of the work with pink highlighter in the margin to make it clear for the pupils
- 'Next-step comments' are used to encourage children to revisit an area of their work, to make corrections/edits and are manageable for the child
- 'Next-step comments' are only left if time is specifically allocated for the child to complete the task. This may be during early morning work and/or at the beginning of the following lesson. Children need to have the opportunity to act upon 'next-step comments' while learning is still relevant and at the fore-front of their minds
- 'Next-step comments' are reviewed either during the lesson or once the lesson has finished. If the child has responded incorrectly or demonstrates misconceptions in their response, the child is spoken to directly as soon as possible

Marking of Extended Writing

- Green highlighter is used to identify positive elements of the writing
- Pink highlighter is used to identify elements of the writing that need to be edited and/or corrected in some way
- As stated earlier, verbal feedback is preferable as this allows for discussion between the teacher and the pupil. When this happens, green and pink highlighters are used while the discussion with the child takes place
- Edits made by a child to their work are done in pencil

Creative Writing Books



- **Cold/hot writing tasks should be acknowledged by the teacher and used to inform planning**
- If verbal feedback is given, there should be evidence of the child editing their writing thoroughly
- If verbal feedback is not given, there should still be some evidence of editing, although this will be limited. If this is the case then a 'next-step comment' is left that requires the child to improve a specific element of their work. Again, time is given for this to happen as soon as possible, either at the beginning of a lesson or at another time

Writing during the Imitation and Invention phases

- During the imitation phase, writing takes place gradually over a series of lessons. Work is highlighted green and pink, ready for the following lesson, so that shared writing and whole-class/small group teaching can be planned for. It also means that the child can edit anything highlighted pink at the beginning of the next lesson
- **During the invention phase, writing is largely independent and will take place over a shorter period of time. The children should still receive feedback on their work, either verbal or written, as stated above**

Writing across the Curriculum

- 'Next-step comments' should relate to the subject being taught

Spelling Corrections

- Children are taught not to avoid certain words out of fear of spelling them wrong. This is modelled across the curriculum by teaching staff.
- Where a child is unsure of the spelling, they should underline the word with a dotted line so as not to disturb the flow of their writing
- Time should be allocated either during the lesson or during a follow-up activity for the child to check and edit spellings they have underlined using a dictionary
- If a child has not identified spellings they wish to check, the teacher should identify three spellings by underlining them with a dotted line for the child to check in a dictionary and edit
- Where there is a pattern in misspelt high frequency words, the child should be spoken to directly and given techniques to help them to remember how to spell the word

Teaching Partners and Supply Staff

- Teaching partners, unqualified teachers and supply staff are expected to mark work in relation to this policy
- Class teachers are to direct staff that are covering lessons on how they wish the work set to be marked
- No more than two lessons will be marked on any one day by covering staff. Where more than two lessons are covered, class teachers will prioritise the work to be marked and communicate this to the member of staff covering their lessons

Marking will be monitored periodically by members of SLT and subject leaders.