



Wetherby Kensington  
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# Marking Policy

**Policy reviewed by:** Emily Rubbert and Charlotte Tarrant

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**Reviewer's Signature:** *Centarrant Emily Rubbert.*

**Head Teacher's Signature:** *Helen Lewis*

**Circulation:** This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby Kensington; 'parents' refers to parents, guardians and carers.



## Wetherby Kensington

### Marking Policy

#### To be read in conjunction with Wetherby Kensington Marking Consistencies

Successful learning occurs when pupils have ownership of their learning and when they understand the goals for which they are aiming. The provision of effective feedback is a key feature within this and should help pupils to recognise their next steps and how to make them.

The purpose of marking at Wetherby Kensington is:

- To assess pupils' understanding of learning objectives (WALT: **We Are Learning To...**) and success criteria (WILF: **What I Am Looking For...**)
- To inform future planning and teaching (including the planning of differentiated tasks, to identify those who need support or further challenge, and the need to re-visit specific concepts or skills)
- To monitor pupils' progress over time
- To provide clear, accessible guidance to pupils about their own progress and how they can improve and develop
- To give value to what has been achieved through teacher and/or pupil feedback and encouragement
- To add to teachers' continuous assessment of pupils progress
- To set targets, in conjunction with pupils, regarding future learning
- To ensure consistency across the school in terms of the assessment of pupils work
- To provide evidence of assessment when reporting to parents
- To provide opportunities to be involved in self and peer assessment

There are a number of effective procedures that we use when marking pupils work, all of which are of equal importance. For marking to be valuable, it should:

- Acknowledge pupils' efforts and be encouraging
- Reflect their understanding and achievement of a task
- Provide targets/challenge/next steps where appropriate (written or verbal)
- Encourage reflection through questioning e.g. 'Can you...?' 'How do you know...?' 'Why do you think...?'
- Encourage pupil involvement in their learning through peer and self-assessment as well as target setting
- Relate to the learning objective (WALT) and success criteria (WILF)
- Be constructive
- Be relevant and specific
- Highlight strengths (yellow is for yippee) and areas for development (green for growth)
- Be relevant to the pupils age and reading levels (if written)
- Use language that is 'child-friendly' where possible

All marking should reflect assessment for learning principals as set out in the Assessment for Learning Policy.

All pupils work will be marked by the class teacher. It is preferable for a piece of work to be marked during a learning conversation with the pupil as part of the formative assessment process. This will not always be the case. However, when it is the case this will be clearly specified on the relevant piece of work using a stamper.

When it is not possible to have a learning conversation with a pupil it is important that feedback is given in written form and is read by the pupil. Written feedback should display the characteristics listed above, most specifically being clear and meaningful to the pupil. If a pupil is unable to read the comment then the colours green (green for growth) and yellow (yellow for yippee) will be also used to inform feedback.

Marking consistency will be monitored through regular book scrutiny, carried out by the Headmistress and the Senior Leadership Team.

**This policy will be reviewed annually**

# Wetherby Kensington Reception Marking Consistencies

✓ Good Work

Reception pupils receive much 1:1 **oral feedback** with regards to their written work (in both English and maths) as well as it being **annotated** in yellow and green:

- a) **Explanation purposes** – how can I make this better/explain it further?  
E.g. the spelling of a word or a visual explanation of an addition sum
- b) **Clarity and understanding purposes** – what has the pupil told us in this piece of work?  
E.g. annotating ‘news writing’ having shared it orally with the pupil in order for him (parents and teachers) to fully understand the content at a later point

A range of motivational stickers and stampers are used to praise positive work as well as to indicate when a task has been completed with adult assistance as a reference point.

Reception, across all curricular areas, use the ‘*stars (yippee yellow) and wishes (green for growth)*’ technique, using a star/yellow pen to indicate something positive and a wish/green pen to indicate an area that can be improved. Where all success criteria has been met, a teacher may set a challenge. This will be shown as a green wizard stamper. Resources are provided to teachers to facilitate the star, wish and challenge approach in order to facilitate consistency and clarity throughout the school.

From the autumn term in Reception, teachers will use the WALT and the WILF during English and maths lessons. This may be done as part of whole class teaching at any part during the lesson or individually in the boys’ books. The WILF must be highlighted by the teacher only. The WILF must be highlighted in a yellow highlighter or green highlighter to show what the pupil has understood or what will be their next steps.

Although the boys are young, it is important to use the year to introduce elements of the Years 1 to 3 marking approach to help support their transition from one year group to the next. Therefore there should be evidence of:

| Term        | Marking method -Literacy  | Marking method -Maths   |
|-------------|---|---|
| Autumn Term | A WALT and WILF should be made for each lesson. The teacher must highlight these in yellow and green highlighter. A star stamper with a positive comment and an example of this highlighted in yellow (yellow is for yippee)                 | A WALT and WILF should be made for each lesson. The teacher must highlight these in yellow and green highlighter.                               |
| Spring Term | As above with introduction of a wish stamper and an example of this highlighted in green (green is for growth) Staff should verbally feedback to pupils   | As above  |
| Summer Term | As above, with the addition of a challenge where necessary   | As above with the addition of a challenge where necessary  |

## General (across all curricular areas)

When marking pupils work a dark yellow pen will be used to show positive comments and a green pen will be used to show areas to develop. It is imperative that all teachers write comments using clear and appropriate handwriting for the year group for example, when teaching in Reception and Year 1 all comments should be written in print, when teaching in Year 2 and Year 3 all comments should be in cursive, where appropriate.

- ✓ Good Work
- ✓✓ Excellent work (I **really** like this part!)

### Lesson Taught by stamper



Lesson taught by stampers must be used in the following instances:

- ALL cover lessons where you are not the usual teacher
- All interventions

The following should also be identified on work where appropriate:

- Adult assisted work



- Independent work



- Verbal feedback given (especially pertinent where a concept has required further explanation/ consolidation)



In addition to this a range of motivational stampers/stickers should be used for all pieces of work during the lesson so the pupil sees the sticker for that piece of work.



These indicators give teachers, pupils and parents further evidence of how a boy has worked towards, or achieved the objectives set for the lesson.

## Wetherby Kensington Years 1, 2 and 3 Marking Consistencies

The following applies to all work completed in the boys' exercise books which reinforces the verbal feedback that has been/will be given.

All teachers will make boys aware of the learning objectives (WALT) and success criteria (WILF) at the start of each lesson and where appropriate throughout the lesson. This is shown as a grid on the boys' work. During the lesson, boys will use this grid to self or peer assess using an appropriate symbol in the correct column. When the work is marked by the teacher, he/she will refer to the grid and will highlight in yellow (yellow is for yippee) where boys have met the criteria and in green (green is for growth) where the boys have an area to develop. This grid then informs the comments that are written at the end of the piece of work. This comment should refer in greater depth to something highlighted in yellow from the success criteria grid. These comments should be written by the class teacher or the teacher who has taught the lesson only. Teachers may also annotate the boys' work when marking. These annotations may feature throughout the boys' work not only at the end.

When commenting at the end of a piece of work, the teacher should provide a positive comment next to a yellow star using a dark yellow pen as well as an area to develop next to a wand using a green pen. Should a boy have met all of the success criteria, an appropriate challenge will be set. This will be shown as a green wizard stamper.

### English

**Creative writing and comprehension – a star and a wish**



or



- One positive comment written in dark yellow pen referring to one of the success criteria statements. This comment should go into greater depth as to how the boy has achieved that particular success criteria.  
**E.g. WILF: I can use powerful adjectives to describe a setting.**  
**Comment from teacher: 'Great use of the adjective colossal to describe the mountain.'**  
One wish (area to develop), supported by the success criteria being highlighted in **green** alongside relevant aspect of work highlighted in **green**. This comment should be clear as to what the next steps are in a boys' learning.  
**E.g. WILF: I can use the five senses to describe a setting.**  
**Comment from teacher: 'Please try to use your sense of smell to describe what you can smell in the setting.'**
- Should a boy have met all of the success criteria, an appropriate challenge will be set. This will be shown as a green wizard stamper.

## Grammar



or



- One positive comment written in dark yellow pen referring to one of the success criteria statements
- One wish (where applicable) highlighted in green
- Should a boy have met all of the success criteria, an appropriate challenge will be set. This will be shown as a green wizard stamper

## Handwriting

- Handwriting sheets should be ticked and then motivational stamper/sticker of choice used

## Maths



- Every piece of work must have a success criteria (WILF) which will be marked by the pupil or their peer and must be highlighted by the teacher.
- When marking boys' work in maths lessons, teachers will use a dark yellow pen to tick the correct answers and a green pen to dot/highlight/underline incorrect answers.
- The WILF must be highlighted in either yellow highlighter or green highlighter according to if the pupil has understood that aspect of the success criteria.
- Should a boy have met all of the success criteria, an appropriate challenge will be set. This will be shown as a green wizard stamper

## Topic work (including Science, RE, History, Geography)



Feedback should be as specific and pertinent to the lesson objective as possible and may also comment on pupil participation in lessons (oral input). There is no highlighting of work in topic books.

Marking also follows a similar format to English, in that teachers should identify:

- One positive comment written in dark yellow next to the star
- One area where work could be improved identified by a wish stamper (where appropriate)

- When marking boys' topic work, teachers will mark in dark yellow when making positive comments and will write in green pen when identifying next steps in learning.
- These comments should relate to the learning objective (WALT) and the success criteria (WILF).

### General (across all curricular areas)

When marking pupils work a dark yellow pen will be used to show positive comments and a green pen will be used to show areas to develop. It is imperative that all teachers' when writing comments use handwriting that is clear and appropriate to the year group for example, when teaching in Reception and Year 1 all comments should be written in print, when teaching in Year 2 and Year 3 all comments should be in cursive, where appropriate.

- ✓ Good Work
- ✓✓ Excellent work (I **really** like this part!)

### Lesson Taught by stamper



Lesson taught by stampers must be used in the following instances:

- All cover lessons where you are not the usual teacher
- All interventions

The following should also be identified on work where appropriate:

- Adult assisted work



- Independent work



- Verbal feedback given (especially pertinent where a concept has required further explanation/ consolidation)



In addition to this a range of motivational stampers/stickers should be used and given to the pupil during the lesson so they can see their efforts being praised.



These indicators give teachers, pupils and parents further evidence of how a boy has worked towards, or achieved the objectives set for the lesson.

Boys should be encouraged to read the comments written by their teacher and make a positive response. This can be either a tick, a smiley face and or a comment.

**Wetherby Kensington Marking Policy for Remote Learning using Microsoft Assignments**

| <b>Marking Capabilities</b>  |  |
|--|--|
| <b>Type of document</b>  | <b>Marking ability</b>   |
| <b>Editable template (e.g. Word, Publisher)</b><br><br><b>(Please note that pupils will only be able to type into this document)</b> | <ul style="list-style-type: none"> <li>• Type on actual page in colour</li> <li>• Highlight words in colour</li> <li>• Type in comment box on right hand side</li> <li>• Annotate on page in colour</li> </ul> |
| <b>PDF</b>   | Comment box: <ul style="list-style-type: none"> <li>• One positive comment</li> <li>• One next step comment</li> </ul>   |
| <b>Photo</b>   | Comment box: <ul style="list-style-type: none"> <li>• One positive comment</li> <li>• One next step comment</li> </ul>   |
| <b>Video</b>   | Comment box: <ul style="list-style-type: none"> <li>• One positive comment</li> <li>• One next step comment</li> </ul>   |

**Marking English worksheets (creative writing, comprehension and grammar)**

Mark on the page:

- Highlight the WILF accordingly in yellow or green.
- Make marks/annotate the worksheet using yellow for areas that you are impressed with. This should be linked to the WILF.
- Dot or underline areas that are incorrect and/or need checking in green ink. This should be the focus for the 'next step' comment and linked to the WILF.

Assignments comments box:

- One positive comment about the piece of work
- One 'next step' comment that is linked to the WILF and highlighted in green

**Mathematics worksheets**

Mark on the page:

- Highlight the WILF in yellow (if the target is met) or green (if more work is needed)
- Mark correct answers in yellow.
- Dot or underline area(s) that are incorrect in green. This should be the focus for the 'next step' comment.

Assignments comments box:

- Comment where necessary

**Topic worksheets (science, history and geography)**

Mark on the page:

- Highlight the WILF accordingly in yellow or green.
- Make marks on the worksheet in yellow to mark correct answers/celebrate success.
- Dot or underline areas in green that are incorrect and/or need checking **where necessary**.

Assignments comments box:

- Comment where necessary

## **Assessing Progress during Remote Learning**

Following the delivery of the key teaching points, teachers will model the pupils' independent tasks.

### **Online mathematics and English lessons**

Pupils will begin to complete their independent tasks following the delivery of the lesson whilst the teacher is still online. During this period, the teachers are able to:-

- ask relevant and differentiated questions
- observe pupils whilst they work
- monitor how pupils tackle the tasks
- provide immediate feedback to the pupils
- identify common misconceptions
- identify boys who need extra support in breakout rooms

Independent tasks are assigned to pupils by class teachers through Assignments using Microsoft Teams. Pupils are expected to complete their tasks and submit their completed work back to the relevant teacher within forty-eight hours. Work that is submitted is marked and monitored closely by teachers. If boys are unable to submit work due to challenges faced by parents at home, teachers assess progress by utilising the strategies bullet-pointed above during live lessons.

Work submitted by pupils is marked by the relevant teacher who provides feedback to each pupil. Work is monitored by class teachers and the Deputy Head (Academic) to assess pupil progress.

The class teacher or Deputy Head (Academic) may ask parents to save boys' work into a folder. This folder will be returned to school after a period of remote teaching and learning.

Despite a period of remote teaching and learning, all relevant assessment documentation will be completed during data input week.

### **Pre-recorded Topic and Specialist lessons**

Topic and specialist lessons are presented to pupils using pre-recorded videos. Teachers share the learning objectives, deliver the key teaching points and model the independent activities. Pupils are set independent tasks in Assignments using Microsoft Teams. Pupils are expected to complete and submit their work back to the relevant teacher within seven days.

Work submitted by pupils is marked by the relevant teacher who provides feedback to each pupil. This work is monitored to assess pupil progress.

Despite a period of remote teaching and learning, all relevant assessment documentation will be completed during data input week.

### **Returning to school following remote learning**

Upon returning to school, teachers will carry out a Covid-19 questionnaire and relevant summative assessments (in school or standardised) in order to assess any

gaps in learning. The necessary steps will be taken to ensure that these areas are addressed. These might include

- adapting planning
- providing interventions within the classroom
- assigning floating teachers to support in particular year groups/lessons
- ordering resources
- implementation of new EdTech