



Marking at Wyton on the Hill Primary School: A Parents' Guide to how we mark your children's work

We mark children's work for many reasons, including:

- ✓ Monitoring the success of our teaching and planning subsequent teaching sequences for individuals and groups;
- ✓ Checking to ensure that children have understood / acquired the knowledge, skills or attitudes being taught so that swift and timely interventions can be made to correct misconceptions or consolidate learning where necessary;
- ✓ Moving children on in their learning;
- ✓ Ensuring that pupils feel accountable for the work they produce, so that they develop a sense of pride, an understanding of the importance of self-regulation and self-reflection and a responsible work ethic in sessions where they are asked to work independently;
- ✓ Gathering evidence for assessing pupils' progress and achievement.

Depending on the type of work or on the Learning Objective set, marking may be done in a number of ways. The 4 we use most often at Wyton on the Hill Primary are:

1. Our 'traffic light code' either during or after the lesson – or just before the next lesson;
2. Verbal feedback, either during or after the lesson – or just before the next lesson;
3. Our 'star and wish' feedback code (usually after the lesson)
4. Self-marking / self-evaluation either during or after the lesson – or just before the next lesson. This will then be monitored and acknowledged by the teacher (using one of the methods above) and evidence used to plan subsequent teaching sequences for individuals and groups.

All types of marking are equally useful in their own way and the teacher will choose the one which is most appropriate to the task and learning context and / or to the individual pupil on that occasion. Often they are also used in combination.

1. Our 'traffic light code'

Adults in the school use the 'traffic light code' to let the children know what they have understood about the children's learning / understanding.

They may use a tick, a dot or their initials next to the learning objective or at any point in the child's work, using red, amber or green. Alternatively, they may choose to highlight the Learning Objective or make a comment on it using red, amber or green:

- Green = you have demonstrated that you have understood this part of your learning fully and are ready for the next challenge. Keep going!
- Amber = you have demonstrated that you are getting there, but you will need to proceed carefully and I will need to make sure that help is on hand if you need it
- Red = your work suggests that you have a misconception or confusion that we need to resolve. (Or, less commonly, red can = 'this is not your best effort', for example if a child writes an answer in Maths without the necessary workings).

On occasion, particularly in Maths or Spelling, a letter 'c' will be written in red, amber or green, or a section circled to show that the child needs to correct the work.

2. Verbal feedback ('VF')

Teachers use the code 'VF' (which stands for 'verbal feedback') in pupils' books during lessons to indicate that they have intervened to correct a misconception or support children's understanding. Sometimes the 'VF' mark is accompanied with a keyword, which indicates what the error was, so that teachers looking back through children's learning journeys can see whether or not further intervention on that point is needed.



3. Our 'star and wish' code

For some pieces of work, the teacher will choose to use the 'star and wish' code. In this code the teacher first shows the child where they did particularly well with a 'star' or a 'star comment' (which may be written in green or amber), so that the child knows to try that again. Then the teacher writes a 'wish', or 'even better if...' comment, often in the form of a question, so that the child can 'close the gap' or consolidate that piece of learning at the earliest / most practical opportunity.

This type of marking is used once or twice a week at the most.

Children's 'close the gap' and correction work is generally done with a 'purple polishing pen'.

4. Self-marking / self-evaluation

Where practicable, children should be given opportunities to mark their work with adult guidance during or at the end of a session, so that they can see instantly how well they are doing and can see their errors for themselves. Sometimes children also use the 'traffic light code' or a comment to show their teachers how well they think they are doing.

Children's self-marking / self-evaluation will then be reviewed by the teacher in time for the next session in that learning sequence and marked using one of the methods (1-3) listed above.

As you can see, marking has changed a lot in recent years! We hope that this guide will help you to see how we help your children through our marking of their work. If you have any questions, please do not hesitate to ask your child's class teacher – or even your child.