



MARKING POLICY

Date of last review February 2024

Review period 4 Years

Date of next review February 2028

Committee School Improvement

Policy type Non-statutory

Jesus said, 'I am the Good Shepherd... I know my sheep and my sheep know me.' John 10.14

Our school vision

We are inspired to be a vibrant, joyful community in which we know and love one another, leading together and growing together by:

- Appreciating everyone and everything around us
- Making one another feel safe
- Sharing, so no one feels left out
- Living well together in love
- Moving forward together in hope

We believe that constructive marking and feedback helps to raise standards. It should be the most useful and powerful continuous ongoing diagnostic record of achievement. Marking and feedback (written and verbal) makes tracking of learning objectives for pupils on a day to day basis manageable and feeds into the next cycle of planning for teaching. It is also an extremely effective medium for ensuring pupils are aware of their progress and how they can improve. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers and teaching assistants will mark work and give feedback as an essential part of the assessment process in line with this policy.

Aims

Assessment for Learning (AfL) improves learning and raises standards. We believe that the way teachers plan, then mark and give feedback to pupils is central to this process and includes:

Explicit Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and why it is important – ‘the bigger picture’. It is therefore important that pupils know the new learning objectives for the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective. Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson intention. **The lessons objectives will focus on learning and not activities.** Helpful learning objective stems include ‘to know, to be able to, to identify, to understand’.

Clear Success Criteria

Developing success criteria to achieve the learning objective can help provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues. Success criteria can be generated by the teacher, but it has been recognised that where children together generate their own success criteria to meet a learning objective they gain more ownership over the learning with positive results. This approach will be used when it is appropriate to create success criteria.

Key Principles

- Marking is only of value if comments are read and responded to e.g. comments or questions written are responded to.
- All marking will be positive, informative and constructive, and comments in the main will relate to the learning objective, success criteria and personal learning targets.
- We give feedback on what children were asked to pay attention to in the lesson, with identification of spelling and punctuation when necessary.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers will use marking to inform them of children's current level of attainment and will note errors that are made by many children which will form the basis for future planning.
- Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).
- Pupils are given the opportunity to self-assess individually, in pairs, or in groups (this can be oral or written). When this occurs, clear success criteria should be the focus (this is most effective during plenaries and mini plenaries where improvements can be modelled).
- Teachers employ differentiation of feedback in a manageable way that ensures that all pupils know they can move forward. This can be achieved by modifying the comments made to suit the age and ability of the children.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Teachers will mark homework when appropriate. Teachers will ensure that individual efforts are acknowledged and praised. Comments will refer specifically to the content of the homework. When appropriate, suggestions for improvements will be made.

Current Practice

Effective marking will be demonstrated by the following:

- There will be a focus on the learning objective which will be referred to regularly
- Ground rules on presentation, layout of work and general expectations will be set out
- Children will write in pencil or black pen
- A **minimum** of one piece of Literacy and one piece of Numeracy per week, will show formative, "quality" marking

- Marking in **green** will indicate areas for development and next steps - 'green for growth'
- Marking in **pink** will indicate pupil achievement in line with the learning objective and success criteria- 'tickled pink'
- Pupils will develop/improve their work using a **purple** 'polisher' pen in order for progress to be clearly shown
- A time will be set aside for children to respond to marking comments. This is for all subjects including foundation subjects.
- Pupils will be given opportunities to review their progress against clear success criteria
- Information needs to be given as to how the child can close the gap and will include a range of scaffolding, reminder and question prompts. For example:

Reminders – What else could you say here?

Scaffolds – What was the dog's tail doing? The dog was angry so he.....! Describe the expression on the dog's face.

Examples – Choose one of these – He ran around in circles looking for the rabbit/The dog couldn't believe his eyes.

Modelling

Marking codes

Tickled Pink	The teacher is pleased with work/answers
Green for Growth	These are areas to improve learning
Purple Polisher	This is improved work by children after Green for Growth marking comments or verbal feedback (VF)
Blue Pen	This is used when a child marks their own work (or another child's) without input from an adult (when answers are displayed on board or called out by an adult)
✓	Answers are correct

X	An incorrect answer or calculation (Key Stage 2)
○	Missing punctuation of some kind – capital letter, full stop, question mark etc. An adult may write over the top/above
△ 2	Number in triangle indicates number of spelling/grammar mistakes on that line (Key Stage 2)
H	Word circled is a mis-spelt homophone (Key Stage 2)
^	A missing word is needed
//	A new paragraph is needed
∪	Two words need to be joined up e.g. in to
/	Separation is needed e.g. a/lot
	Indicates a spelling mistake. An adult may write the correct word above. spX3 in the margin indicates 3 corrections needed. With no correct word or spX3 in the margin children should look up the word in a dictionary.
VF	Verbal feedback given
TA (or initials)	Teaching Assistant
TA support	Teaching Assistant has supported the work
Supply	Supply Teacher
	Children marking should put their own name/initials