



Marking Policy

1. The Purpose of Marking

- 1.1 Reinforces and records the discussion between teacher and child, which has taken place during the progress of the work.
- 1.2 Acts as a permanent reminder of teaching points.
- 1.3 Indicates to the child/parents/other teachers that work has been monitored.
- 1.4 Gives further examples of teaching points
- 1.5 Sets challenges for pupils to reinforce learning through next steps.
- 1.6 Provides an assessment opportunity to inform future planning.
- 1.7 Identifies targets, next steps for future work and provides a commentary on how well objectives have been met.
- 1.8 It is important that children are responsible for their learning, marking helps to encourage and enable the children to learn independently.
- 1.9 It enables a consistent approach across the school.

2. General Guidelines

All work, including homework, should be marked in accordance with this policy.

There should be a balance between written and informal feedback, with verbal feedback and group observations being used as appropriate.

- 2.1 It is the aim that all english, writing or mathematics work will be marked in time for the next lesson when the work is required.
- 2.2 All other work should be marked as quickly as practicable.
- 2.3 Each time “marked” work is returned within a lesson, the children should be given one or two minutes to reflect upon their marked work to address their ‘next step’.
- 2.4 The teacher will “quality assure” this process by asking one or two children each time to discuss with them what the marking says about their work. As well as monitoring and addressing any next steps that are not understood.
- 2.5 Written feedback should not be given exclusively at the end of a piece of work, it needs delivering in a way that is appropriate to the task, eg an ongoing commentary, question prompts, etc.
- 2.6 Non teaching staff may undertake marking of children’s work where the answers are more objective. Non-teaching staff would not be expected to make a diagnosis on the next steps of learning based on any marking undertaken.
- 2.7 Work will be marked in reference to the learning objective and success criteria. The Teacher may correct accuracy, spelling, grammar or presentation, however comments will be directed to the stated learning objective, identified when the task was set. On some occasions a personal response to the work is also appropriate.
- 2.8 Maths or any other objective work will be marked with a tick or a cross. This provides an opportunity for discussion and identification of difficulties and informs teacher planning for the future.
- 2.9 Work will be marked using ink. Corrections in preparation for re-writing needs to stand out from the child’s work and will be done by highlighting in green ‘Green for Growth’. Alterations done in discussion with the child will be done using the ‘purple polishing pens’ across all subjects.



2.10 Work will be marked to the intended learning objectives and differentiated success criteria. Therefore not all mistakes will be corrected each time.

2.11 Marking should be purposeful and succinct.

3. How marking takes place

- Teachers will acknowledge good effort or progress towards the lessons learning objective or success criteria. These will always be accompanied by a written comment explaining where they have/haven't met the success criteria.
- The teacher comment will refer to the learning objective and a 'next step' comment to move their individual learning forward.
- Key symbols and coding may be used- see appendix 1.
- The Staff to initial and state to indicate the level of support provided:
AA – Adult assisted
TA – Teacher assisted
Or the appropriate 'stamper' will be used.

* In the Foundation Stage children can be asked to comment verbally on their work and this will be recorded by the class teacher or teaching assistant.

MATHEMATICS

- All mathematical work in Y1-6 will include L/O, date and success criteria for the lesson.
- Marking will be in line with the general principles above.
- Correct work should be ticked.
- Mistakes are identified by teacher's individual demarcation.
- Reversed digits will be corrected at the discretion of the teacher taking account of the age and relative ability of the children being taught.
- Place value mistakes will always be corrected.
- Errors in the spelling of "technical" vocabulary (ie protractor, subtraction, octagon etc) will be corrected sensitively with the teacher exercising their professional discretion.
- Correct nomination of units should be emphasised (ie 21cm/100ml/34kg etc)
- Children must follow agreed procedures on presentation (see below).

SPELLING

- Corrected words should be written close to the original error.
- All age appropriate high frequency words should, at the discretion of the teacher be corrected.
- Words crucial to the meaning or sense of a text should be corrected.
- Spelling should be marked 'sensitively' so as not to discourage or dishearten children.
- In upper KS2, any spelling errors of high frequency words will be underlined for children to find the correct spelling using a dictionary and alter.



WRITING

- Any piece of writing that has as its key objective the development of a writing skill, regardless of its curriculum source, will be marked as follows:
- FS to Y6 will have the date, learning objective and success criteria displayed on every page.
- The work will be marked using the agreed marking codes/symbols.
- Children will be encouraged to read their own work and self assess, including opportunities for peer assessment.

PRESENTATION

- Pencil will always be used for all mathematics work.
- Pencil will be used by years R to 2 for everything else.
- In KS2 pens may be used once a 'Pen License' has been obtained.
- Wax crayons will not be used in children's books, except in the Foundation Stage.
- Felt tip pens will not be used in any children's books.

4. Self assessment or peer assessment

4.1 Teachers will ask children to assess their own work or the work of others based on certain criteria.



5. Staff Responsibilities

5.1 Teachers are responsible for the implementation of the National Curriculum, for the planning and preparation of Units of Work, for assessment, marking and for record keeping.

6. Review of Policy

6.1 This policy was reviewed by staff of both Unity schools in September 2016. The policy will be reviewed in Autumn 2019 unless it needs to be reviewed before.

Appendix 1:

Marking code			
	Correct answer	Key words/phrases	Key examples of what is good in their work e.g. adventurous word choice,
	Incorrect answer	Key words/phrases	Key examples of where they went wrong
<i>'Well done you have ...'</i>		Tickled pink pen used for positive feedback	
<i>'Your next step is to ...'</i>		Green for Growth used for next step feedback	
SP		Vocabulary mis- spelt.	
//		New paragraph needed	
Purple Polishing Pen		Pupils respond to next steps.	
VF		Verbal feedback	
I		Independent work	
TA		Teaching Assistant supported	
Teacher led		Teacher led	
Objective achieved		Learning objective achieved	