


Marking Policy



Policy Ratified on	05/11/2024
Signed Chair of Governors	N/A
Signed Headteacher	



Marking Policy

1. Rationale

We believe that marking should:

- 1.2 Provide constructive feedback to pupils thus enabling them to improve
- 1.3 Celebrate their progress
- 1.4 Suggest how to move their work forward
- 1.5 Assess and record achievement
- 1.6 Provide evidence of teaching and learning
- 1.7 Encourage and teach pupils to self-mark and edit wherever possible
- 1.8 This will have a significant impact on achieving consistently high standards of written work across the curriculum and throughout the school.

Teachers will ensure that:

- 1.9 Each pupil receives acknowledgement of their work
- 1.10 Pupils are aware of their learning targets
- 1.11 Evidence gained from marking is used to plan for future learning needs of groups and individuals
- 1.12 Marking is relevant to the task
- 1.13 Marking is clear and consistent
- 1.14 All levels of ability receive equal levels of feedback as appropriate to their age
- 1.15 They allow time for the pupils to read, reflect and respond to marking
- 1.16 They use a variety of face to face marking and distance marking depending on the age and ability of the pupil

2. Guidelines

Our approach is as follows:

Marking will:

- 2.1 Be positive and encouraging, although poor standards of work should be clearly identified by teaching staff so that pupils are able to consider what is required to reach more appropriate standards.
- 2.2 Reflect the key literacy objectives (including spelling) when a piece of work is looked at in depth (one in every 3 pieces looked at in depth)
- 2.3 Indicate whether the expected outcomes of the lesson have been approached, attained or exceeded
- 2.4 Be presented in such a way as to celebrate individual achievement
- 2.5 Usually be done by an adult using GREEN and PINK pens in a **neat, tidy and legible script**
- 2.6 Be done on the day and mostly with the pupil



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- 2.7 Highlighters to be used; every marked piece of work should have some work highlighted in green and some in pink
- 2.8 Next steps or a comment to move learning forward should always be made. This could be a question or a correction and it should be clear
- 2.9 Learning objectives should always be visible; usually as the title
- 2.10 Pupils to have time where they respond to the teacher and address comments made in marking
- 2.11 Presentation: margins should be used. A clean page should be used for each new piece of work unless less than half a page has been used. Then, a straight line should be drawn under the previous piece before starting a fresh with DUMTUMS
- 2.12 **Date- top of the page and on the left**
Underline- with pencil and ruler.
Miss a line
Title- usually a Learning Intention/Objective/WALT
Underline- with pencil and ruler
Miss a line
Start- you're ready to start writing...
- 2.13 In numeracy the short date will be used
- 2.14 Books should be clearly named and labelled. No doodling is allowed

Marking may also:

- 2.15 Include general comments (presentation, handwriting etc.)
- 2.16 Use rewards (smiley faces, stickers, stars etc.)
- 2.17 Include verbatim recording of pupils' own comments
- 2.18 Include teacher's notes indicating information which s/he feels is important to record (e.g. amount or type of support)
- 2.19 Look different in accredited courses such as those followed in Key Stage 4 & 5
- 2.20 **Teaching Assistants, supply teachers and job share teachers should initial their marking so the teacher and the pupil know who has marked it. When not initialled it is assumed the class teacher has marked the work**

3. APPENDIX 1. Marking Schemes

Marking in Key Stage 2

- 3.1 It is expected that most work will be discussed and marked with the pupil
- 3.2 Have consistency with the rest school
- 3.3 Record the pupil feedback and make it child centred
- 3.4 Engage the pupil with discussion about their own learning, encouraging them to comment on their learning and be involved in next steps
- 3.5 Celebrate the things that they have done well









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3.6 Use symbols that the pupils are already familiar with

What we do:

- 3.7 We use **green** and **pink** to mark every piece of work. We mark successes in green and things they need to work on in pink. (It should **not** be about correcting every mistake as we want to encourage the pupils to write)
- 3.8 Learning objectives will be written at the top of every piece of work and where this has been met, staff mark with a **green tick**; where it needs revisiting **a pink tick**
- 3.9 One in three pieces of work will be marked using the stamp system. Classes can be flexible about colour where it is an issue due to the individual child's learning difficulty/visual impairment

4. The Stamp

What went well?	
	You have done this VERY WELL!
	You have remembered what you need to
	Next time you need to
	You said this about your piece of work
	Check this part again
	Can you answer this question?



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- 4.1 Star icon, explained to the pupils as “You have done this very well”, would normally be directly associated with the learning objective for the lesson, or alternatively the pupil’s individual learning target
- 4.2 “You have remembered what you needed to” will refer to previous comments.
- 4.3 Incorrect answers, or answers which the pupil can check and correct independently, have a large full stop next to them
- 4.4 An arrow indicates what needs to be done next time
- 4.5 A question mark asks a question of the pupil. The answer can either be independently written or dictated to an adult and recorded
- 4.6 The speech bubble symbol should be part of each piece of marked work, as this is where the pupil has the opportunity to respond to the teacher’s comments. If the work is marked with the pupils, it must be recorded at the time. More independent children may be able to record their own comment

5. Marking in Key Stage 3, 4 and 5

- 5.1 It is expected that most work will be discussed and marked with the pupil
- 5.2 Marking should be child centred
- 5.3 Every piece of work will be looked at by the teacher or teaching assistant and marked
- 5.4 Engage the students with discussion about their own learning, encouraging them to comment on their learning and be involved in next steps
- 5.5 Celebrate the things that they have done well
- 5.6 One in three pieces of work will be marked in depth. Classes can be flexible about colour where it is an issue due to the individual child’s learning difficulty/visual impairment

6. What we do:

- | | |
|------------|--|
| Green pens | 6.1 are used for all positive/fully achieved comments |
| Pink pen | 6.2 is used for where improvements are needed and for ‘Next Steps’ |
| | 6.3 VF indicates where verbal feedback has been given |
| | 6.4 Next Steps also indicated by an arrow > |

Schedule for review and monitoring

Draft Policy

Implementation monitored by: Head teacher and Key Stage leaders

Review- Every two years-earlier if there are significant developments or changes to legislation

Next Review- November 2024