

The marking policy is seen as part of the cycle of effective assessment which includes using learning intentions, success criteria, quality questioning and quality feedback both oral and written.

**Marking is most effective when it :**

- is simple
- is appropriate to age and ability
- helps children know what they have done well against learning intentions and success criteria
- clearly shows how to improve or next steps
- supports self and peer assessment
- builds in time for children to act on feedback
- requires the children to do something to improve
- addresses the child and their individual targets

**Aims & Objectives**

The aim of this policy is to ensure that children are taught and consistently encouraged to value feedback and that feedback is designed to help them learn, improve and achieve higher standards. The children should see that the response to their efforts is not just to record a grade or mark.

To help achieve this aim, the marking policy should be applied consistently across all classrooms.

The objective of the policy is to raise pupil achievement and the judgement on the effectiveness of the marking policy rests on the impact that marking and feedback have on pupil progress and attainment.

**The following points are considered as indicators of effective marking and feedback:**

- pupils show that they understand that the purpose of the marking or feedback is to help them improve and produce higher standards of work
- teachers mark pupils' work regularly and that there is sufficient work in the books to allow for impact
- teacher's handwriting is easy to read and follows the school policy and all spelling, grammar and punctuation is correct.
- marking recognises successes against the learning objective and helps pupils understand what they have done well
- teachers provide constructive feedback to pupils so that they can identify and understand how they can improve their learning and standards
- teachers use their marking and feedback to deepen pupils' knowledge and understanding and to help them make progress in the subject
- there are clear instances of marking eliciting responses from pupils and dialogue between adult and pupil
- pupils have support to conduct peer assessment or self assessment, where appropriate through the use of clear success criteria
- marking and feedback clearly links to target setting and is evidence of achieving targets

- teachers use assessment to check on how well their teaching is achieving the learning objectives and adjust their teaching and classroom assessments accordingly.

#### **Comments should:**

- be positive and recognise effort, e.g....a well planned investigation” or “.....clearly presented results”;
- be constructive or diagnostic where teachers make children aware of what they need to do in order to improve their performance. These should relate to learning intention or National curriculum objectives and national Standards (when applicable) and reflect the skill and understanding of the child.

#### **Cross Curricular Links**

This policy could be applied at all levels across the curriculum depending on the learning intention.

#### **EYFS and Year1**

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##### **EYFS 1**

Observations are recorded by key workers and placed in individual learning journeys. Observations record the learning and the age and stage of development. Verbal feedback is always given and for some children where it is felt appropriate, the agreed EYFS/KS1 code may be used.

##### **EYFS 2**

Marking is against the learning Intention and comments are related to the extent to which each pupil demonstrated that they met the intention. Comments should, therefore make clear how the learning intention was achieved or not. Standardised symbols will be used as part of this assessment.

##### **Adult led learning**

Simple marking marking ladders, which relate to age and stage, are completed alongside the children. These consist of a grid which is completed by adding a smiling face symbol if the child has met the learning objective. This is carried out with the children following adult led teaching (focus group)

##### **Adult directed learning**

Learning ladders, which guide the children when working independently by acting as a visual prompt for success, are also used to assess against the learning objective. These are completed by adding faces as the marking ladder above.

**Child led and child initiated** learning is dated and annotated with an age and stage statement.

Verbal feedback is always given when pupils are spoken to about next steps..

In Early Years and Year 1, feedback is often through verbal comments to particular children, with questions to encourage dialogue and pupil understanding. As children progress through Year 1, written feedback can be read with them to encourage understanding when ‘quality marking’ has been undertaken.

Where appropriate verbal feedback should be given. This is indicated by DWT.

## Standardised symbols and labels in EYFS and Year 1



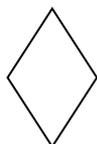
look and check



finger spaces

**C**

capital letter needed



check sounds/spelling

**S**

support

**G**

guided

**I**

independent

**DWT**

verbal feed- back given.



check answer



correct

## Key Stage 1 and 2

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All marking by adults is in pink. **“Think Pink”**

Marking in pink identifies areas for children to develop or improve next time or to reflect on for its merits. This could be directly related to the success criteria, targets, corrections or application of skills.

Marking is against the learning Intention and comments are related to the extent to which each pupil demonstrated that they met the intention. Comments should, therefore make clear how the learning intention was achieved or not.

Individual targets are reviewed and set each term. Children need to be clear about what they need to do to achieve the target set. Targets must be recorded and reviewed in children’s books.

### **“Purple polish”**

Children should correct their work using purple pen.

Opportunities for pupils to read, or have comments read to them, and respond to action points should be built into the daily timetable.

Quality marking, that is, marking in depth, should be undertaken daily but with a set purpose to improve children’s work.

### Close the gap marking. (CTG)

This should be carried out twice a week as a minimum.

Action points for improvement are given that specifically relate to instances in the marked work and give opportunities for pupils to close the gap to desired outcomes

The target or action point should address a specific improvement in the marked piece of work and require the pupil to do something to that marked piece. For instance 'Add 3 adjectives to the second paragraph.....' or 'Redo question 5, laying out the sum as I have shown here...'

The action point is short, succinct and addresses a key point for improvement

### **Standardised symbols and labels in Year 2 and KS2**

**LF** letter formation

**C** capital letter(s) needed

**P** punctuation

**Sp** spelling

**\*** next steps /improvements

**Ach** learning Intention achieved

**S** support

**G** guided

**I** independent

**DWT** discussed with teacher

something needs to be added

✓

✓✓ relate to the quality of the work towards the learning objective

✓✓✓

● check answer

✓ correct

## **Assessment**

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The staff use WILF targets and Success criteria for learning. This enables all children to have a clear indication of what is expected.

Children can use self assessment and peer marking with WILF model

Attainment information (on-going attainment assessment and recorded observations) is compiled once a half term and used to calculate pupil progress, inform pupil progress meetings and inform further planning, interventions and additional support.

“Purple polishing”

Children should make any changes in purple when self-assessing, peer - assessing or correcting work.

## **Resources**

Teachers need access to moderated and standardised examples of pupil work, and time to discuss example responses with colleagues to ensure internal consistency.

Moderation will take place regularly in staff meetings.

## **Monitoring**

The Marking and Feedback policy will be monitored through book scrutiny and lesson observations.

**Policy written April 2017**





