



Marking Policy

April 2023

This school policy reflects the consensus of the whole teaching staff. It was formulated with reference to the latest research, to ensure continuity and progression. The level at which a child's work is marked depends on individual need.

Evidence indicates that teacher marking, when done well, is the most cost effective and productive technique for ensuring progression. If children are aware of specific next steps for learning, they are much more likely to progress. When given feedback on whether they've achieved their previous targets or the lesson objective, children are motivated. Therefore, marking should be positive, specific and show next steps. Ideally it would be done with the child present. Any marking symbols should be clear and easily understood.

Verbal feedback, when specific and targeted, has a high impact on learning outcomes. It can be done immediately or as an interview with a child later (with older children). There are occasions when children self-mark work and peer mark, which is done in a structured way, as modelled by the teacher.

There is no evidence that 'acknowledgement' marking has any impact on the child's development, so ticking or the writing of non-specific comments is avoided. For many lessons, where the children have been completing an exercise in class, a peer or self-review will suffice.

Children have individual targets for development, which are updated regularly in maths and English.

Wherever possible teaching staff will mark in green. Students peer mark or self-mark (or edit) in purple.

EYFS

- Mark with child
- Verbal feedback for next steps

KS1

- Immediate feedback as far as possible with child.
- Positive comments, written comments if a child is able to read them (See KS2 marking strategy, below).
- Mark for content and learning objective plus individual's targets and needs.
- Two stars and a Wish feedback (continued in KS2)
- Children are given time to reflect on their work and respond to comments to ensure learning is reinforced and secure.

KS2

- Marked with a green pen, with a cloud for positive comments and a building brick for next steps.
- The children are encouraged to respond to the building bricks and use them as a target for development.
- Children correct a manageable number of spelling errors, which should be underlined in a squiggle.
- Punctuation will be marked as in need of editing with a box.
- Incorrect use of capitalisation will be circled.
- Children are encouraged to edit and improve their work using a purple-coloured pen.
- Children are given time to reflect on their work and respond to comments to ensure learning is reinforced and secure.