



# **Awsworth Primary & Nursery School**



## **Effective Marking Policy**

**2023-26**

# Rationale

*Imagine what a difference it would make if all children knew what they were good at and knew what they needed to do to improve.*

Marking is one of the most crucial forms of assessment available. It is when we can really show children that we value their efforts; when we can judge our own effectiveness as teachers and make strategic decisions about the next steps children need to make.

More than all that it is a rare opportunity to have an **individual dialogue** with every child.

Meta analysis by John Hattie has identified feedback as the major factor in pupil progress. This mirrors the findings of Paul Black and Dylan Williams.

Despite the prominence that feedback has, the issue remains of manageable, effective feedback which allows for a work-life balance.

*Ofsted does not expect to see unnecessary or extensive written dialogue between teachers and pupils in exercise books and folders. Ofsted recognises the importance of different forms of feedback and inspectors will look at how these are used to promote learning.*

*Ofsted inspections - clarification for schools October 2014*

This hand book seeks to allow for such a balance by establishing a protocol for manageable teachers' marking, which promotes pupil progress, by using **different forms of feedback**.

## **Rights Respecting School**

As a Rights Respecting School we commit to a rights respecting ethos by promoting values and respect so that all members of the school community use rights respecting language. Through our approach to marking we aim to:

- develop the children's understanding of the UNCRC (Unicef Convention on the Rights of the Child) and how to respect these rights to become citizens who work towards global justice and sustainable living;
- develop their confidence through their experience of an inclusive rights-respecting school community, play an active role in their own learning and speak and act for the rights of all to be respected locally and globally;
- listen to children's ideas and take seriously their opinions (article 12);
- provide accurate and up-to-date information from a variety of sources and protect children from information that could harm them (article 17);
- develop each child to reach their full potential (article 29)

## **Marking Strategy (Formative marking and formative feedback)**

There are three main types of feedback that teachers can use and pupils can expect to see. The frequency of each type will vary between subjects and key stages as set out below.

1. Acknowledgement marking – checking that work has been completed and there are no obvious mistakes that need correcting
2. Quality teacher marking – one or two stars and a wish.
3. Quality marking by pupils – Peer and self assessment.
4. Verbal feedback – individual and whole class

## ***Frequency***

*There are no set numbers of pieces of work which should be marked using the different methods; teachers should use their judgement as to which method to use and the frequency they are required to develop pupils' learning. However, guidance is given in the Summary table, and exemplified in the Book Scrutiny Success Criteria, both below.*

## **Response time**

**This should be built in to allow pupils to respond to the “WISH” and other marking codes. This could be a short 5 minute starter activity or as a longer activity within the lesson. Pupils' responses should be completed in GREEN pencil or pen.**

### **1. Acknowledgement marking.**

Light touch/ 'tick and flick'/ checking marking – in order to support the giving of quality feedback at key points in the learning process. Light touch marking will develop the skills of peer and self assessment, and will stand alongside whole class and teacher led marking. Teachers will acknowledge work variously through the use of ticks, simple marks or corrections (i.e. English marking codes) and/or brief attainment comments. Work could also be acknowledged with; 'Checked by your Teacher' stamp/wording to show that it has been checked for completion and correctness. Teachers' marking should be completed in **PURPLE** pen.

### **2. Quality Teacher marking.**

This should use the 'one/two stars and a wish' framework, set out at the end of a piece of work as follows, with or one/two strengths and one next step. It allows you to acknowledge where a pupil has worked well and also set a 'next step' question, or challenge related to the learning objective. **The strengths and next steps should relate to the success criteria set for the piece of work given.** Again, this teacher marking should be completed in **PURPLE** pen.



'strength' or 'star' - positive comment which relates to the learning objectives/success criteria



'strength' or 'star' - where appropriate a second positive comment which relates to the learning objectives/success criteria.



"Wish" or "What next" - one area where the success criteria was not met and a required action / or a suggestion /question to encourage further thinking. This should generally be something the child can act upon in response, to show success or where appropriate, to be included in the immediate next piece of work.

**N.B.** Consider the usefulness of a next step comment phrased as, 'Next time do this...' Will they remember if the next time is not going to be for several weeks? Would this be better recorded as a pupil target? However, if this is recorded by the teacher in lesson plans and used to inform future planning, then continuity can be maintained and evidence should be seen in pupils' work.

***The English marking codes can also be used with quality marking.***

### **3. Peer and self assessment marking**

This can be useful activity if children have been taught to do this in a safe environment. They could be trained to use the SSW system against clear and agreed success criteria. Opportunities **should be** built into the scheme of work to allow for peer and self assessment. This should allow pupils to gain a better understanding of where they are, where they need to be and what they need to do to get there.

You may ask pupils to check through their work to look for any obvious spelling, punctuation or grammatical mistakes and correct them or highlight them using the marking for literacy codes which are displayed below, and **should be stuck in the front of their work books, planners and displayed on posters.**

This should be done in **RED pencil or pen** to indicate it is pupil marking and not teacher marking.

### **4. Verbal feedback**

Marking does not have to be at the end of a lesson or task – teachers intervene during the lesson to support, consolidate, accelerate or challenge. Pupils can be directed to complete more work at the existing level to consolidate their learning or to attempt the higher or lower tasks/ success criteria, or ask further questions to accelerate or challenge.

Phases and subjects may use this type of feedback more frequently because of the age of children or the nature of the subject. For example, in design and technology, art, music and physical education the most effective feedback is often verbal. It involves frequent use of open and probing questions and an ongoing dialogue as work progresses towards the learning intention/success criteria.

In written subjects such as English, Maths etc verbal feedback may be identified as having taken place using a stamp or the handwritten initials 'VFG' and ideally a brief comment in **PURPLE** pen: e.g. try 5 more of these; try blue group's task; write your own question.

The importance of individual and whole class oral feedback is recognised but **pupils themselves should record what feedback they have been given**. This can be achieved quickly and simply by training children to write next to the stamp/initials in their books.

### **Marking for English**

You will not expect to mark/correct every **punctuation and grammatical error** in every piece of writing. Neither will every spelling mistake need to be corrected. Choose words which you expect the child should be able to spell using phonic strategies, spelling rules, are high frequency words or words which have been specifically taught. **In some subjects you may correct spellings that are subject specific rather than all spelling errors**. In KS1, or for less able pupils, it will be necessary to write the correct version for the pupil. As pupils gain confidence and knowledge, they should be able to identify and correct their own mistakes using personal strategies as taught through Support for Spelling.

**N.B. Children should have a Spelling book /log in line with Support for Spelling to record and practice their corrected spellings.**

Teacher marking, comments and tasks/next steps in **PURPLE PEN**

Children's responses/editing in **GREEN**

Children's peer / self marking in **RED**

**Key Stage 1**

✓✓	Good work
Sp+ underline	Spelling 
P	? . ! 
G	Grammar
C	CAPITAL LETTER
?	Not clear 
//	Paragraph
	Finger spaces/handwriting
	Add interesting/ exciting words

**Key Stage 2**

✓✓	Good work: use of vocabulary/ success criteria.
Sp + <u>underline</u>	Try this spelling again - (use a dictionary/ask a friend/use your phonics) - and write the correct word in green.
P	Punctuation error - correct it in green.
CL	Missing or misplaced capital letter - correct it in green.
?	Not clear - rewrite, in green, the highlighted part or the part between two **
WW + <u>underline</u>	Wrong word used e.g. to/too - correct it in green.
//	New paragraph needed - mark where it should start, in green.

It matters where the mark is:

- Next to the line-means you can find it in the line
- Next to the word / mistake
- Against a vertical pen line means you can find it in the section
- At the end means it is a problem throughout

## **Monitoring and Evaluation**

The monitoring of this policy will be the responsibility of the Assessment Coordinator and SLT. Subject leaders must ensure their marking policy supports with the school policy and also with assessment policy.

Subject leaders undertake the work sampling of their subject in accordance with the whole school self-evaluation cycle.

The Deputy Head Teacher will oversee the above process, provide opportunities for middle leaders to share and discuss practice. The findings will be fed back to staff with suggested action for improvement.

As examples of best practice are collected through book scrutiny, they will be shared with staff and added to this policy.


## **Policy Review**

This policy will be reviewed annually by all staff and changes will be made to ensure that this policy reflects best practice and is up to date.

All staff will be involved in the continued trial and improvement of the strategy based on feedback from subject leaders, best practice and will develop innovative solutions.

26<sup>th</sup> November 2026

## Summary – Formative written and verbal feedback

Type of marking.	Stamp / words associated	What it looks like.	Suggested Frequency (Guideline will depend on the subject area)
1. Acknowledgment and checking	<i>Teacher Ticked</i> LO - LO ✓ LO ✓✓ in <b>PURPLE.</b>	<p><i><b>N.B. In all cases, pupils should have the opportunity to respond to the wishes/next steps and Literacy codes during 'Response' time.</b></i></p> <p>This means work has been checked for completion and correctness. Brief comments on success or areas for improvement may be made.</p> <p><b>Teachers will acknowledge such work variously through the use of ticks, literacy codes and/or brief attainment based comments in PURPLE.</b> Any required children's responses in <b>GREEN.</b></p>	On completion of work undertaken in all written subjects.
2. Quality teacher marking/written feedback	 <i>or hand drawn stars and wand or steps or SSW.</i>	<p><b>Two stars and a wish.</b> This is detailed feedback which relates to how well pupils have met the learning objectives in class work and homework. It gives them the next step in improving their work.</p> <p>S - "Strength" or "Star" - positive comment which relates to the learning objectives /success criteria            S – "Strength" or "Star" second positive comment which relates to the learning objective / success criteria            W – "Wish" or "What next" one area where the success criteria was not met / or a suggestion /question to encourage further thinking. Children's responses in <b>GREEN.</b></p>	Independent pieces of writing and end of unit maths.
3. Quality marking by the pupils	<i>Pupils' writing in RED</i>	<p>Opportunities should be built into the scheme of work to allow for peer and self assessment. Two stars and a wish. As above but done by pupils with support from clear criteria from the teacher. This should allow pupils to gain a better understanding of where they are, where you need to be and what they need to do to get there.</p>	At least once per half term. This may be done orally in practical subjects.
4. Verbal feedback	<i>Recorded in where deemed appropriate in PURPLE.</i>	<p>There always should be opportunities for effective verbal feedback. It involves frequent use of open and probing questions and an ongoing dialogue as work progresses towards the learning intention/success criteria.</p> <p>This may be identified on work using the stamp / initials: VFG. This could be used to indicate where you have already gone through answers in class. Or if all pupils have made a similar mistake, as a reminder for you to give verbal feedback in class and then get them to write down your comment or their own response.</p>	Use as appropriate to support other forms of feedback

## Book Scrutiny-Success Criteria

Foci	Inadequate (4)	Requires improvement (3)	Good (2)	Outstanding (1)
<b>F1 Literacy</b>	There is <b>no</b> marking for literacy despite corrections being needed in the work that has been quality marked.	There is very little evidence of marking for literacy when corrections/targets are needed. E.g. corrections of spelling, punctuation or grammatical errors. Whole school codes are used sporadically or not at all.	Marking for literacy is <b>clearly evident</b> in work. There is <b>regular evidence</b> of the use of the school's Marking for Literacy codes/or there may be regular comments or targets relating to the improvement of literacy.	As for "GOOD" and there is evidence of pupils <b>acting</b> upon teachers' literacy comments e.g. correcting SPAG mistakes using green pen.
<b>F2 Frequency</b>	There is <b>no evidence of</b> marking or checking of the work.	Work is marked/ checked within the agreed period. There is evidence of ticking and/or the "checked by the teacher" stamp used.	Most books sampled are marked within the agreed period and there is <b>one</b> example of marking in detail (see F4) within the agreed period of time.	All books sampled are marked within the agreed period and there is <b>at least one</b> example of marking in detail (see F4) within the agreed period of time).
<b>F3 Quality of feedback and response</b>	There are no comments /corrections or targets in the pupil's book/folder.	There are some comments in the pupils' independent writing and maths books which may include <b>praise</b> and suggest <b>areas for improvement</b> . Targets do not always best inform the learner of how they can improve.	Written feedback for each piece of independent writing and each unit in maths is written in a <b>clear and constructive</b> manner so pupils understand areas of success and know where to go in their <b>next stage of learning</b> . The feedback includes praise and suggests areas for development E.g. <b>SSW (Star, star wish), WWW, EBI (What Went Well, Even Better If) or model answers/ detailed annotations in the main body of the text.</b>	AS for " <b>GOOD</b> " there is clear and constructive feedback that ensures that pupils <b>clearly</b> know where to go in the <b>next stage of their learning</b> . <b>There is also clear evidence of regular dialogue between teacher and pupil. There is evidence of pupils acting on feedback, commenting on feedback or answering a question posed by the teacher. (RESPONSE)</b>
<b>F4 Peer and Self Assessment</b>	There is no evidence that pupils are given the opportunity to peer/self-assess their work.	Peer- and /or self-assessment are evident in pupils' work. This may include pupils ticking or correcting work or simple targets for improvement.	Regular use of peer- <b>and/or</b> self-assessment is evident in pupils' work and as a result, pupils can evidence that they <b>clearly</b> know where to go in their <b>next stage of learning</b> . <b>Targets are not always useful to pupils.</b>	Regular use of peer- <b>and /or</b> self-assessment is evident in pupils' work and as a result, pupils can evidence that they <b>clearly</b> know where to go in their <b>next stage of learning</b> . <b>Self and Peer assessment is based on clear success criteria. It is KIND, SPECIFIC and HELPFUL.</b>
<b>F5 Presentation</b>	Presentation is not good in several of the books from the group and this has not been challenged. There may be significant evidence of graffiti on or in books. Work is not cared for.	Presentation is not good and this has not been challenged. There may be evidence of graffiti on or in books.	Presentation and organisation are <b>rewarded/challenged</b> OR <b>Presentation is generally good/ very good</b> . There is no graffiti in or on books. The pupil clearly takes pride in what they are learning.	As for "GOOD" and there is evidence that <b>work improves</b> , where presentation and organisation were previously inadequate. Pupils <b>go out of their way</b> to ensure that <b>they take pride</b> in what they are learning.