

"Love one another as Jesus loved us" (John 13 v 34-35)



'Learn, Pray, Care & Play'

Our church school through its Christian values and caring community seeks to inspire each individual to achieve and grow.

Marking Policy **Reviewed October 2026**

This policy gives guidance to staff on the purpose, types and frequency of marking.

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.

Aims

- Marking should be **meaningful, manageable** and **motivating**.
- Marking should serve a single purpose –to advance pupil progress and outcomes.
- Marking is uniform across the school using **Distance Marking** to mark pupils' work and provide next steps for individual pupils.
- Marking will encourage pupils to take responsibility for their own learning and to self-edit and improve their work.
- Marking will focus primarily on the target/objective of that lesson.

Purpose of marking

- To inform the teacher of a child's progress and needs for future planning.
- To provide constructive feedback about current work- **both verbally** and **written**.
- To demonstrate the value of a child's work.
- To allow for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others.
- There will be regular opportunities for pupils to reflect and edit their own work.

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When To Mark

- Marking should take place during the lesson or before the next lesson in that subject. For literacy and mathematics this will be on a daily basis but for other subjects it could be weekly. A marking key will be used (See Appendix A)
- During the lesson- **Effective marking should happen throughout the lesson.**

Types of Marking

- Verbal Feedback
- On the spot feedback
- Distance marking
- Self-assessment and evaluation
- Peer-assessment and evaluation (See Appendix B)

At the End of the Piece Of Work:

Write comments to sum up your thoughts and **where necessary**, point the child in the right direction (improvements or points for next time). Try to ensure that any next steps are *relevant to the subject*, and not always about neatness or quantity. This can be **Summative Marking** which informs future planning. This will be done on Whole Class Feedback sheets, pupils will receive an acknowledgement tick in their book.

Next Steps Marking or 'Intervention Marking'

Next steps marking, particularly in Mathematics is often seen as difficult. Teachers comment that topics are taught in isolation and when a lesson is over, that topic might not be visited again for several weeks. How can it make sense to say 'Next time do this...' Will they really remember? Furthermore, if we give children 'comment reading time', it may consume much of the next lesson!

STOP!

It is time to explore some of our marking assumptions.

1. *Marking does not have to be at the end of the lesson.*
2. *Marking does not have to be at the end of the task.*

Marking is a waste of time if it has no impact. Marking should praise, but also give guidance, consolidation and challenge. It may help to think of next steps marking as **INTERVENTION MARKING**. The teacher steps in to support, consolidate, accelerate or challenge.

If we think of Intervention Marking as a continuous process of formative assessment:

1. *Marking can **intervene** to SUPPORT.*
2. *Marking can **intervene** to CONSOLIDATE.*
3. *Marking can **intervene** to ACCELERATE.*
4. *Marking can **intervene** to CHALLENGE.*

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In this way, children are not doing ten sums which are obviously too easy for them, nor are they struggling with problems they can't access. For future lessons, marking can inform both teacher and pupil about attainment, thus shaping the next lesson and activities provided.

Much of intervention could be verbal – at times, this can be noted in the pupil's books. This adds evidence of intervention and information for summative assessments.

Summative Marking

The added benefit of ongoing intervention marking is that the quantity of summative marking at the end of the lesson is reduced. Final summative comments can still be next step marking of course. Comments on the Whole Class Feedback sheet or power point might include:

"Next time we do this you can try adding 3 numbers!" with an example for the child to try.

If this is recorded by the teacher either on lesson plans or as part of ongoing assessments for example, and this information is used to inform the planning of the next lesson - even if in a few weeks - the continuity is maintained.

OFSTED; Outstanding Teaching:

- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

Planning To Intervene – please not that intervening to support, consolidate, accelerate or challenge can be done verbally and do not have to be written in books.

Next steps or 'Intervention Marking' cannot work in isolation - it has to be part of a well-planned lesson. Once the lesson structure is right, next step marking falls into place. The way in which lessons are planned makes a huge difference to how simple next steps marking can be.

Let us be flexible - maybe a pupil should not be in the same group for all maths lessons - they may be on a completely different level in shape and space than in number. Maybe the table they are on doesn't have to dictate the task they are doing.

Teachers can only offer tailored learning opportunities by planned differentiation, aids to support learning readily available and challenges at the ready. Intervention marking simply points the pupil to the next step.

Intervene to SUPPORT

Aids should be available in every classroom. Intervention next steps marking, which can be verbal, might suggest:

"Good try. Use a number line / counters / calculator to help you."

"It will be easier if you write your numbers in the squares, like this ... (EXAMPLE)."

In some cases it may be necessary to have created a specific scaffolding sheet such as a pre-drawn grid for multiplication. A comment in the book might be:

"You tried hard. Now use the worksheet - it will help you to set these sums out."

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Intervene to CONSOLIDATE

This is not about 'Do another ten questions'. It is where children might just need a few more examples before they are ready to move on. The examples are tailored to the errors a child has made previously, after guidance has been given. e.g. A couple more questions where a zero appears in place value, because they have been missing it out. The comment might be:

"Well done. Now try these questions, and don't forget the zero!"

Intervene to ACCELERATE

A higher level of task should be available as a next step for children who have met the objective and the teacher would like them to be challenged to go deeper in their learning. The comment might be:

"Great! You can do it! Now have a go at this challenge."

Intervene to CHALLENGE

This is about turning the learning around, asking children to put their learning into practice. Appropriate challenges might be:

"Super! How much change would you have if you spent twice as much?"

"Fantastic! Now think of a real-life situation where you would need to do this calculation."

"Great. Can you use this method to solve the following problem? (EXAMPLE)"

This follows OFSTED's guidelines of intervening and adapting lessons so that appropriate guidance, challenge or support is offered. It shows that teachers are aware of what is happening in the lesson, and are prepared to change course as necessary.

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Appendix A:

S – support given

G – guided group work

I – independent work

Anyone marking work other than the class teacher must initial the work they have marked.

Stamps, stickers and smiley faces to be used to encourage, acknowledge good work and learning objectives achieved.

MARKING KEY	
✓	I like this – Great Words
CL	Capital Letter
^	A missing word
//	A new paragraph needed
≈	Spelling mistake
L.O.	Highlight the entire objective yellow if achieved
I	In the margin if the work is independently completed
GW	In the margin if it is a guided write
S	In the margin if the work has been supported

Work in wider curriculum should be reviewed with children and verbal feedback given against the learning objective.

/// Three ticks are given for work that shows the learning objective has been achieved and is presented in a thoughtful way.

// Two ticks are awarded for achieving the learning objective and good presentation.

/ One tick awarded reflects that more feedback/ guidance is needed so that the pupil can adapt/ improve their work and achieve a higher standard.

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Appendix B:

Self & Peer Evaluation Prompts

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

I liked

I learned...

I think I will...

I never knew...

I discovered...

I was surprised...

I still wonder...

I have learnt....

Next time I could.....

I now know.....

I found..... difficult because.....

I solved..... by.....

The best example of is

I like the way you.....

..... is effective because.....

You could make your work better by

Have you thought about.....

If we look at the success criteria we can see.....

Next time you could.....

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Peer Marking

- Partners should be similar ability
- Agree rules: respect, listen...
- Explain & model the process with the whole class
- Compare & contrast two pieces of work
- Author reads to editor
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work
- Process could take place during the extended writing process (but not during a timed write)
- Can be compared to good examples already on display and used for learning wall displays

Peer Marking Agreement

It would be useful at the start of an academic year to discuss peer marking and what good practise will look like in each class. An agreement could be made and displayed for future reference. See example below:

Our agreement on marking partnerships – We decided that there were some rules we all needed to keep. When we become marking partners we all agree to:

- **Respect** our partner's work because they have done their best and so their work should be valued.
- **Try to see** how they have tackled the learning objective and only try to improve things that are to do with the learning objective.
- **Tell** our partner the good things we see in their work.
- **Listen** to our partner's advice because we are trying to help each other do better in our work.
- **Look for** a way to help our partner achieve the learning objective better by giving them an improvement suggestion.
- Try to make our suggestions **positive** and as **clear** as possible.
- Get our partner to **talk** about what they tried to achieve in their work.
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.