



Marking Policy

Our Aims

We recognise the positive value and impact that marking and feedback can have on pupil progress and are committed to driving standards forward further.

This policy has three key aims in order to help our pupils to excel in their work:

1. To have a whole-school marking and feedback policy which promotes common core values and excellent pupil progress, and does not increase the workload for teachers.
2. To embed a consistent whole-school approach to assessment, marking and feedback. This includes a consistent cross-curricular approach to students responding to feedback.
3. To embed regular and rigorous assessment opportunities which inform lesson planning.

Common Core Values within marking at ISP

1. Assessment is Valuable. It values pupils' work and efforts and promotes a feeling of self-worth amongst our pupils.
2. Assessment is Informative. It allows teachers and pupils to check understanding and application, identify any misconceptions and to inform lesson planning.
3. Assessment is Collaborative. Assessment happens with children, not to them. It encourages students to genuinely own their learning and to share this with each other. It further shares responsibility for progress with school leaders, teachers, students and parents.

A Whole-School Approach

ISP Non-Negotiables

- ✓ All work in books/assessment folders (as relevant) is to be accompanied by a clear title and a date: both of which are to be underlined using a ruler. Labels can be used for Dolphin Class and SEND children.
- ✓ Work is marked frequently and clearly informs lesson planning. If not completed during the lesson, English and Maths marking must be up to date before the next lesson so children can identify next steps and complete improvements or corrections.
- ✓ Basic skills are always corrected (date, title and technical vocabulary).
- ✓ Marking models high expectations (handwriting, spelling and grammar are correct).
- ✓ Pupils using pen, must use pencil for diagrams, underlining and crossing out with a ruler.
- ✓ All staff to mark in pink and green pen, and all students are to respond in purple pen. Support staff and students to initial marking to distinguish between class teacher marking.
- ✓ There must be a balanced range of evidence across subjects to demonstrate pupils responding to feedback.
- ✓ Pupils to initial feedback in UKS2 to demonstrate they have read and responded.

English

The marking code will be followed when marking English, RE and Wider Curriculum. All work must be marked before the next lesson to enable children to respond to feedback, with at least one piece of work per week being quality marked using the marking code.

Highlighting where children have met the outcomes of the lesson can be a useful tool for both staff and pupils. Staff can see at a glance how often the child has achieved the outcomes and use this to assess the piece overall. Pupils are also to see how they have done more easily. Highlighters should be used in conjunction with quality feedback so that the pupils understand how they have succeeded and also how to improve their work and make more progress.

Staff will use pink for positives (tickled pink), green for development points (green for growth)

Maths

All work must be marked before the next lesson to enable children to respond to feedback, with at least one piece of work per week being quality marked using the marking code. Most marking can be completed within the lesson either when providing verbal feedback and walking round the classroom. In Key Stage 2, marking can be completed with the children at the end of a lesson.

Marking should consist of a tick for each question and a thinking dot where a child has the incorrect answer. Quality marking, at least twice a week, should include a comment referring to the objective of the lesson and next steps for progress.

Pupils must be given time to attempt corrections either at the end in Early Bird or the end/beginning of a lesson.

Pupils Marking

We encourage pupils to use a variety of self-assessment tools to review their own work and sometimes the work of others. At the end of each piece of work all children are expected to traffic light their work in relation to the learning objective.



Green= I understand the learning objective fully.



Orange = I need further work on this learning objective to consolidate my learning



Red = I do not understand the learning objective and I need some help.

Pupils in Key Stage 2 will quality self-assess their final Talk for Writing using the following model:

Two Stars and a Wish

★

★

✨

A form titled "Two Stars and a Wish" with a teal header. It contains two rows, each with a star icon on the left and a blank line for text. The bottom row also features a small star icon with a trail of dots.

Marking in EYFS

In Nursery and Reception, marking is completed with the children. It is used to celebrate achievement and to inform children of how they can improve therefore much of it is verbal.

EYFS marking follows the same marking code as school but the extent to which the codes are used depends on the development of each individual child.

Important points to remember

- ✓ A teacher's personal knowledge of a child will help in the marking process.
- ✓ Verbal feedback during the lesson will form much of the marking.
- ✓ A teacher marks appropriately to support the child and their stage of learning.
- ✓ Teachers have high levels of expectations for every child according to their ability and that this is reflected in the marking comments when appropriate.

Handwriting

Handwriting and presentation is of utmost importance at ISP in every class and in every piece of work. Letter joins are taught from an early age to encourage the development in handwriting. Teachers writing within marking and on the whiteboard must model this at all times. Handwriting should be taught discretely in every class at least once a week.

Pupils will be awarded a handwriting pen when teachers judge handwriting to be consistently neat, joined and fluent in all areas of learning. For further information, see Handwriting Policy.

Spelling

We will mark a limited number of key spellings in a piece of work in conjunction with the correct code by using SP. We cannot and should not mark every mistake but sight words and words following recent spelling patterns should be identified to the child and corrected. The spelling should be written in the margin three times. No more than 4 spellings per piece of writing.

Signed:

Rachael McFarlane
Headteacher

Signed:

Sarah Kidson
Staff Governor

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Ireleth St Peter's CofE Primary School

Marking Code

P Punctuation missing

SP Spelling mistake

// Paragraph needed

^ Word missing

O Circle to show incorrect use of capital letter, comma or full stop

Good point

Excellent point

Thinking dot

This doesn't make sense

I Independent

AS Adult support

VF Verbal feedback

FS Finger space

Next steps to improve