



<b>Date</b>	<b>Autumn 2022</b>	<b>Autumn 2022</b>	<b>Autumn 2022</b>
<b>Review Date</b>	<b>Autumn 2023</b>	<b>Autumn 2023</b>	<b>Autumn 2023</b>
<b>Designated Governor</b>	<b>M. Magee</b>	<b>E. Cross</b>	<b>L.Carroll</b>
<b>Signed</b>			

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

**Aims**

All marking and feedback should have a clear purpose for either the pupil or the teacher depending on the learning objective or success criteria. Feedback will enable pupils to make progress in their learning.

**Purpose of marking and feedback**

- To inform the teacher of the pupil’s progress and needs for future planning.
- Provide feedback about current work that will support progression.
- To provide opportunity to praise work.
- To provide opportunities for self-assessment where the pupil can recognise their difficulties and mistakes and encourage them to accept help/guidance from others.
- Be manageable for both the child and the teacher.

**Marking in Phase 2 and 3**

- There are various symbols that can be used to show pupils what they need to do to improve their work. These symbols are dyslexia friendly and accessible for all. These can be found on the separate sheet and should be displayed in class.
- Teacher’s comments: these are set out with a tick comment or an arrow with a question/comment/example. A tick or an arrow will be marked against the objective (left hand side of the objective) with a following on comment at the end of the piece of work with a tick and/or arrow in the margin. Teacher’s written feedback should model the handwriting policy/expectations.
- A green highlighter should be used to show pupils their good/outstanding work. It is at the teacher’s discretion as to how many green highlights are to be used in a piece of work.
- A yellow highlighter should be used to show pupils their work that needs to be worked on. This should be used no more than three times in one piece of work.
- Pupils may, where appropriate, self mark, or mark another pupil’s work. The teacher will always review this marking. When pupils are doing this, they may use a coloured pencil e.g. when ticking questions in maths. Pupils will use the same symbols as teachers (symbols are summarised in Appendix 1).
- Success criteria and/or learning outcomes for units of work can be stuck into books and used by pupils to self or peer assess. This should be reviewed by the teacher in the classes that are using them.
- Coloured star stickers can be used to praise the pupils. These are linked the four school/partnership values where children have shown these values in their work, e.g. green for excellence; blue for challenge; red for respect; yellow for self-belief and silver for all 4 values.

**Marking in Phase 1**

Nursery & Reception

- Green pens to be used at all times.
- Children’s work/independent tasks must always be dated and if completed independently should be marked with an ‘I’.
- Adults should annotate the work as they work with the children and read these back in child friendly language.

- Positives/successes should be marked with a tick.
- Next steps/items to work on should be marked with an arrow.
- Stickers will be used to celebrate work towards the values at the discretion of the teacher.
- Highlighting can be used like in Phase 2 and 3.
- Teacher's written feedback should model the handwriting policy/expectations.

### **Marking homework**

- Homework will be acknowledged on a regular basis either via Seesaw or by paper copies with spellings of key words for the year group being picked up on as well as mathematical errors. Ticks and stickers can be used on paper copies to give praise and are liked and commented on via Seesaw.

### **Frequency of marking**

- Marking may take place during the lesson, which allows for immediate feedback.
- If pupils are given oral feedback, a comment doesn't have to be put in the book as the symbol- O.F. is used to show this.
- Most work will be marked before the next session of that subject. However, in the case of a long-term project it may not be marked until the completion of the project. Pupils will be informed in advance if this is the case.
- Where the children's work is not being marked in depth, whole class feedback forms can also be used to record general feedback and the following lessons are adjusted accordingly in light of these assessments (Appendix 2).
- Stampers are provided in each classroom to show where adults have assisted work. A tick can be used to show that objective/title has been achieved and to show that work has been acknowledged. This will be placed on the left of the objective.

### **Responding to marking**

- Pupils should be given time, preferably at the beginning of a lesson, or during dedicated time, to respond to marking.
- This time should be used to carefully read comments, to answer questions posed in the comments, to write a response to the comments and to initial comments to show that the marking has been read and understood.
- Purple polishing pens should be used by pupils to edit their work independently during this time for Years 2 – 6. Year 1 will begin to use purple pen to edit their work in adult-led focused groups from Spring Term onwards. In September it may take a few weeks to train the new Year 2 class in the use of a purple pen and how to react to the teacher's comments independently. It is an expectation that pupils in Year 2 will be using purple pen by the end of the first half term in all books.
- Adults who mark, are expected to check pupil's purple pen comments and pick up errors, this can be done through oral feedback.

### **Do you have to mark all mistakes in a piece of work?**

No. If you are marking against the objective then you comment on this. If there are spelling mistakes and you know the child should have got it correct or it was written on the board, underline in green pen and/or correct. If there are spelling mistakes due to a child trying to spell an unfamiliar word, you do not have to correct it.

### Examples of marking comments/questions

- C – (Capital Letter) A 'C' is written in a circle next to the line where there is a missing capital letter.
- SP – (Spelling) e.g. Wednesday - if spelt incorrectly in work, then a wiggly line is drawn underneath and pupils are expected to practise a line of this spelling at the bottom of the page.
- H – (Handwriting) an example of the specific join the pupil needs to practice is indicated/modelled.
- Use of BAD verbs (Basic, Advanced, Deepening verbs): e.g. solve, explain, and develop.
















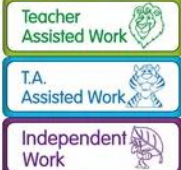
### Help Prompts

- **Identify errors, misconception or misunderstanding** – Can you check ...? What have you forgotten? Complete the correct....
- **Show how to develop further** – Now try this...
- **Challenge** – Can you...?
- **Reason** – Why? How? Show me how... Prove it! Is ... correct? Explain your thinking.
- **Next Steps** - Now you need to ... By next week you should...
- **Apply and investigate** – Which method?

### Non Negotiables

- Date and title underlined
- Appropriate and clear presentation of work
- Neat and organised gluing or sticking of additional sheets
- Correct use of spelling and punctuation rules that children understand
- Teacher's written feedback should model the handwriting policy/expectations/Best handwriting and number formation at all times
- Staff acknowledge children's work in every lesson
- Children always respond to teacher prompts, including questions, corrections or modelling
- Children's responses always recorded after the completed work, unless directed by the teacher
- Children's books are kept in excellent condition

**Appendix 1**

 SP	Teacher underlines spelling mistakes with a green wiggly SP next to the spelling, line where there is a spelling mistake or underneath a whole passage of writing
	Purple Polishing Pen used by pupils for <b>editing</b>
	Green highlighting used by an adult for good/outstanding work
	Yellow highlighting to show where a pupil may need to edit a word/phrase or sentence
	Tick next to objective/title if achieved. Used to show work has been acknowledged
	Placed on left of objective to show further work needed. Used at the bottom of a piece of work to provide next steps
	Oral feedback given
	Add a word
	Capital letter (C); full stop (.); question mark (?); exclamation missing (!)
	Handwriting with joins/formation to practise
	Fred Fingers – used in Year 1 and 2 to support the use of phonics in writing
	Proof read work
	Used in Reception when staff are making notes under work to aid assessment
	Coloured stars to say the pupils have shown Excellence, Challenge, Self-belief and Respect and all 3 values
	Coloured stars to say the pupils have shown Nurtures (yellow) Achieve (blue) and Respect (green) at Lark Hill
	Stamps to indicate amount of support provided



**Appendix 2** Date:

Lesson:

Work to praise/share	Need further support
Presentation	Basic skill errors
Misconceptions and notes for next lesson	