



## Marking Policy

### Mission Grove Primary School

**POLICY**

**Date written January 2023**

**Approved by Governing Body Date :**

**Review Date :**

## 1. PURPOSE

The purpose of this policy is to make explicit how teachers mark children's work and offer feedback. To be effective, this policy needs to be clear, manageable and consistently applied across the whole school. The main objective of marking and feedback is not to find fault, but to help children learn.

Marking and feedback should:

- Inform the child about his/her progress and next steps.
- Find out what the children can do.
- Be manageable for teachers and accessible to children.
- Provide clear feedback relating to the learning objective and success criteria.
- Involve all adults working with children in the classroom.
- Give recognition and praise.
- Inform future planning and group target setting.
- Respond to individual learning needs
- Show the children that their work is valued.
- Take place at the earliest opportunity, especially if the next lesson builds on what has been taught earlier.

## 2. HOW DO WE MARK CHILDREN'S WORK?

Children's work needs to be marked in **green**, so it can be clearly seen. Stickers and stamps may be used to praise the children's efforts. If a child's work is left unmarked by a cover/supply teacher, then upon finding it, the class teacher should write on the page "ST" and inform the SLT. Power maths needs to be marked on going in the lesson to enable 'Keep up' interventions can accurately take place.

## 3. WRITTEN COMMENTS

Comments should reflect the lesson's learning objectives. Not every piece of work will have a written comment. Comments should be positive, indicating what has been done well. Teachers should refer to individual targets where possible. The teacher should write a "next steps" suggestion to help the child move on with their learning. This needs to be at least 2 pieces a week. Marking should be manageable for teachers and meaningful for children.

Children should be given time to read and respond to it at the start of the next lesson.

## 4. PRESENTATIONAL GUIDES

- The date is recorded on left hand side -underlined with a ruler.
- The title in the middle of next line down-underlined.
- Children should use a school handwriting pen once they have earned a pen licence.
- Children are encouraged to write up to the margin.

- Crossings out/alterations should be done neatly (line through it) rather than blocking over the error.
- An eraser can only be used under direction for diagrams and drawings.
- All drawings and diagrams to be done in pencil.
- Numbers/Letters and marking symbols should be placed in the margin.
- Numbers in numeracy must be 1 digit per square.
- If a piece of finished work doesn't exceed half the page, the child should draw a line under it and start the next day's work underneath.
- There is to be no doodling on the front/back covers or inside the book.
- Books should have book jackets.
- Topic books need a label linked to the theme of the half term.
- All books need a label with the child's name and subject.
- All work on paper, including any work that is draft, should be carefully trimmed, filed or stuck in the appropriate book.
- Children are encouraged to take pride in their work through reward and praise.
- Children should not use felt pens for drawing or for colouring their work in their books, coloured pencils should be used.
- Children are encouraged to use joined handwriting across the curriculum.

## 5. MARKING CORRECTIONS

Corrections should be made based on individual children's needs. For example, it is not necessary to underline every spelling mistake, especially where the same mistake is made several times. The focus for correcting spellings should be those common words that are spelt incorrectly. However, where punctuation, grammar or spelling is a curricular target, then children will be expected to attempt to meet their target and consolidate previous ones. The symbols key should be displayed in the classroom and in the children's books. Teachers should draw children's attention to them regularly.

## 6. MARKING SYMBOLS

Each key stage will have their own set of symbols, see appendix 1-3. These should be displayed in the classroom, a copy inside the book cover and be shared with all adults and children.

**GO!** - means that the children have been successful and have met their objective. Examples of where the child has employed the Success Criteria to meet the Learning Objective should be highlighted with a green highlighter. You do not need to do this for every example but enough to make it clear to the child where they have succeeded in their work.

## 7. OTHER METHODS OF MARKING

**With the child-** the best marking and feedback is without doubt the dialogue that takes place while the task is being completed.

**Paired marking**- this encourages proof reading by pairing the children up to check each other's work. Pairings should be ability based and ground rules may have to be shared with the class beforehand. This should not happen over consecutive lessons.

**Self marking/assessment**- children should be encouraged to find their own areas for improvement. They should be encouraged to proof read their work and self correct before handing in any work. The children should be using the traffic lights system to identify understanding. This should not happen over consecutive lessons. A purple pen should be used.

**Shared marking**- teachers sometimes use one piece of work from an unnamed child to mark as a class on the interactive whiteboard. It allows the teacher to model the marking codes as well as reinforce the teaching points and success criteria.

## **8. MONITORING**




The senior leaders and co-ordinators monitor books and governors talk to children about their work. Regular staff meetings will take place to evaluate this policy and give support and guidance to staff.

The Governing Body will review this policy every two years, or earlier if considered necessary.






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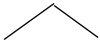
## Early Years Marking Code

Code	Meaning
Highlight in Orange (Autumn)	Go! Well done you have understood the Success Criteria
Green (Spring)	
Yellow (Summer)	
	Finger space
	I am happy with your work
I	Independent work
H	Help Given
V	Verbal Feedback
R	Revisit
	Correct

## Key stage 1 Marking Code

Code	Meaning
	<b>Go!</b> Well done you have understood the Success Criteria
 or /	Finger space
	I am happy with your work
+	Extension Activity -Extra, Extra!
	Incorrect spelling Change and write out 3 times
V	Verbal Feedback
R	Revisit
	Correct
	Put an effective word here
○	Check Capital letter

## Key stage 2 Marking Code

Code	Meaning
	<b>Go!</b> Well done you have understood the Success Criteria
/	Finger space
	I am happy with your work
+	Extension Activity -Extra, Extra!
	Incorrect spelling Change and write out 3 times
V	Verbal Feedback
R	Revisit
P	Indicates missing punctuation
	Correct
	Put an effective word here