

# Marking Policy



*'Learning for life,  
building a firm foundation'*

Reviewed: January 2020

Effective marking is the driver for consistent and sustained progress of pupils' learning day to day, week by week, throughout the term and over a school year. Work in pupils' work books regardless of subject is the evidence of that progress. Successful marking relies on the adult's robust subject knowledge and accurate assessment of learning.

This policy applies to all teachers, teaching assistants, and supply teachers.  
Pupils' work must be marked daily.

Marking and feedback has four purposes:

1. For teachers and teaching assistants to assess pupils' learning.
2. So that pupils' understand what they have done well.
3. To help pupils' understand the error they have made and how they can improve.
4. For pupils to make visible signs of improvement as a result of feedback, whether written or verbal.

To ensure pupils' understand what they have done well, they need to know both what they have done well and why - the reasons for it.

Verbal feedback to pupils about recently marked work should demonstrate a good understanding of both of these points about their demonstration and good understanding of their learning.

The WILF (What I'm (the teacher or Ta) Looking For) is the SKILL that pupils' are learning.

Marking should be against the 'WILF' and clearly indicate whether the pupil has understood the 'WILF' or not.

If the pupil has understood and demonstrated this skill in their work, then the WILF, and an example of where this is demonstrated must be highlighted in **green**.

If the pupil has not understood the WILF or its application, then the pupils' unsuccessful attempt should be highlighted in **pink** together with the WILF indicating that this has not been achieved. The pupils' work will be highlighted green or pink **but not both**.

When pupils' work has been marked / highlighted 'pink' indicating that they have not understood it is an ideal opportunity to develop and nurture their resilience by encouraging them to understand that this is how we learn and improve, rather than 'getting it wrong'. If work is always completely correct, it indicates that the work has not been pitched high enough or does not provide enough challenge.

In the interests of consistency the four purposes of marking as above should be evident in all classes/year groups (except Nursery) and in all subjects, throughout the school. However approaches and the way that this is implemented may differ depending on the

Pupils' age, ability etc.

Sometimes it is appropriate to give feedback verbally and at other times it is more effective to give written feedback.

Where verbal feedback is given for pupils' recorded work, it is sometimes appropriate to use 'key word marking' which is an indication to the pupil that feedback has been given. This is to help the pupil to improve their work and make progress.

The way marking is organised and managed in any class may vary depending on the age, focus of Teaching and Learning for the lesson, WILF, ability, subject, etc. Younger children, for example, will usually undertake their improvements immediately following a verbal feedback or marking. The following is a form / or outline, / or guidance to be implemented as appropriate - using professional judgement to do so.

1. Verbal Feedback from the teacher or teaching assistant to the pupil about their work, which should be appropriately coded and 'key word' marked. 'Key word' marking is a brief comment or word that reflects the conversation between the teacher/assistant and the pupil; e.g. 'connectives'; 'place value'; 'full-stops'.
2. The following approaches can be used as and when the teacher or teaching assistant deems appropriate.
  - **challenge** e.g. Now try writing a sentence putting the conjunction to begin the sentence
  - **reminder** e.g. what should you include in the setting of your story?
  - **process** e.g. an explanation of column additions and the steps to follow.
  - **example** e.g. model a sentence. Now improve your sentence using this as an example.

This approach is intended to support pupils' improve their work and provide clarity for them to do so.

3. Marking work for pupils' who have not received specific Verbal Feedback (VF), marked by the marker indicating what needs to be improved: Discretion must be used by the teacher or teaching assistant as to the number of spelling and grammatical errors etc. identified for improvement / correction, depending on the ability etc. of the pupil. The number of times that the child needs to write out the correct spelling is left to the teacher's professional judgement.

In all year groups, discretion must be used when identifying less directive methods so that children learn to identify errors themselves and self-correct. KS2 children in particular should be able to self-identify and correct errors that are identified only in the margin by the summer term.

Responsibility is placed with the pupil to improve their own work independently in response to marking. The manner in which improvements are undertaken is VERY important because it is the primary way a pupil will improve and make progress.

Before improvements are undertaken, the title 'Improvements' (spelt correctly) with the date must be written. The improved piece of work should then be set out neatly and carefully by the pupil with the improvement clear to the pupil and the marker / reader. Improvements must be marked. Improvements during the lesson should be completed in the most appropriate place that they have available. Improvements completed after the lesson are undertaken as above.

Improvements should only relate to the previous three days (as a maximum) and ideally only to the day before. Improvements must be kept up to date to maximise the impact on progress and learning. Reception and Year 1 needs to undertake improvements during the lesson. The above applies in the main to pupils' from Year 2 through to Year 6. There may be exceptions to this, for example pupils with significant learning/special needs for whom an immediate feedback followed by time to complete improvements, would be more appropriate.

For younger pupils' (reception, years 1 and 2) improvements need to be undertaken immediately following verbal feedback in order for the process to be a meaningful exercise in promoting learning and progress. This is usually during the lesson.

Without visible evidence of progress from feedback and marking there are no signs of effectiveness of the process. Teachers and teaching assistants must ensure that adequate time is given / allocated to pupils to respond to the marking guidance so that improvements are of a good standard. This is absolutely crucial to consistent and sustained progress of pupils' learning.

Teachers and Teaching assistants should be mindful of providing over supportive strategies and encourage children to become independent, resilient learners and not be reliant on adult guidance.

The link between assessment of learning, marking and identifying the next lessons WILF is inextricable. This is the way that the pathways of learning and subsequent progress are followed in a sustained and consistent manner.

The adult marking must demonstrate well modelled handwriting, on the lines (in writing books) following the correct formation and joins. Marking comments must follow the GPVS conventions where appropriate.

All marking must be initialled by the marker. Supply teachers must record using the words 'supply teacher' and their name.

All pupils' must be made aware of the marking symbols (attached) and become familiar with their meaning.

*Sally Kaminski-Gaze*

Sally Kaminski-Gaze  
Headteacher



Policies/Marking Policy January 2020

# All Saints CE Primary School and Nursery



## Academic Guidance

Mark in red pen and highlight work to be improved in green highlighter pen.

S

Supported

GRP

Group Work

E

Equipment used

I

Independent

VF

Verbal Feedback

Sp

Underline spellings

^

Word is missing

✓

Work has been marked

P

Not quite right-check your punctuation

G

Grammar

Your next step is .....



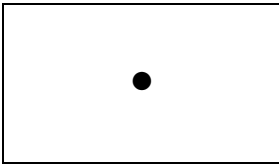
# All Saints CE Primary School and Nursery

## Foundation Stage and Key Stage 1

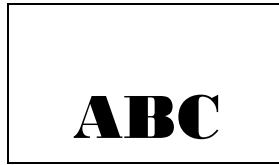
### Academic Guidance



#### Code for Children



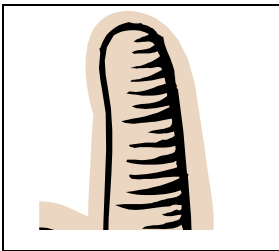
Punctuation



Capital letters

Finger Space

Write on line



Check writing makes sense

Common spelling misconceptions

Key words

\_\_\_\_\_ line underneath spelling mistakes